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ABSTRACT

This self-study program for the high-school level contains lessons in the following subjects: Difficult Words to Spell; Sentences and Their Parts; Adjectives and Adverbs; Comparative Forms; Spelling ie and ei Words; Using Negatives Correctly; Using Prepositions and Prepositional Phrases; Spelling - ance and ence Words; Subject and Object Pronouns; Possessive and Reflexive Pronouns; Possessive and Plural Nouns; Spelling Confusing Word Pairs; Subject and Verb Agreement; Past Verb Forms; and Spelling More Difficult Words. Each lesson concludes with a Mastery Test to be completed by the student. (DB)

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ADVANCED
GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

DIFFICULT WORDS TO SPELL

LEVEL: III
UNIT: 4
LESSON: 1

AC 014 055

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

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MANPOWER ADMINISTRATION, JOB CORPS
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INTRODUCTION TO SPELLING LESSONS

Let's suppose that you are job hunting, and as you are reading the classified ads, you come across a job description that sounds interesting. The ad suggests that you write to a certain box number and describe your interests and skills. The employer is going to judge you not only on what you write about yourself, but on how you write it. He will certainly expect you to be able to spell correctly.

Spelling is a skill you depend on every time you write. For example, you will probably fill out applications; you most likely write letters or notes to your friends; most jobs require some writing, from merely completing a sales check to writing complicated business forms or even brief reports. Spelling counts!

Among the English Usage progressions there are eleven spelling lessons. You will learn basic spelling rules for many of the words, and you will also learn memory tricks to help you remember how to spell those words that do not follow rules.

At the end of each spelling lesson is a list of all the words taught in that lesson. Each word is defined and used in a sentence or phrase to illustrate the meaning of the word and how it is used. After you complete each lesson, you may save the word lists and use them for review.

1.

PREVIEW

In this lesson you will be introduced to several more words which are frequently misspelled because they are tricky in some way. The confusing parts of the words will be pointed out to you.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

2.

READ the following sentences, paying particular attention to the meaning of the underlined words. If these sentences do not clearly relate to you the meanings of these words, refer to the word list at the end of the lesson.

a. The sophomore class athletic day will be held on September twelfth.

b. Knowing the correct pronunciation of the word drowned will make this word easier to spell.

Below are definitions of the underlined words in the sentences above. WRITE each of the underlined words on the line next to the phrase which most closely matches it. Be careful to spell the words correctly.

What comes after "eleventh" _______________	twelfth
The second year of high school _______________	sophomore
Involving sports and games _______________	athletic
The way of saying a word _______________	pronunciation
Died in the water _______________	drowned

3.

Now that you are familiar with the meaning of these five words, let's study each of them separately, to learn how to spell them correctly.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

4. LOOK AT the whole word: athletic READ the word in its parts: ath LE tic CIRCLE the middle part of the word: athletic How many "e's" are there in the word athletic? _____	athletic 1
5. FILL IN the blank with the missing letter(s): ath___tic	athletic
6. WRITE the number of the word which is spelled correctly: 1. atheletic 2. atheltic 3. athletic	3
7. LOOK AT the whole word: twelfth There is an "elf" in the word "twelfth." CIRCLE the "elf" in "twelfth."	twelfth
8. FILL IN the missing letters to complete this sentence: Frank said he saw an elf on April tw____th, but no one believed him.	twelfth

9. WRITE the number of the word which is correctly spelled: 1. twelth 2. twefth 3. twelfth	3
10. LOOK AT the word: drown This word is in the present tense. We say: "I drown," "They drown," "We drown." To find the past tense add -ed to DROWN. This past tense is DROWNED How many d's are there in drowned?	2
11. READ each of the following sentences. DECIDE which tense of drown would complete the sentence correctly, and WRITE it in the blank provided. Be sure you spell the words correctly. 1. I thought he had ______________, but he was only pretending. 2. If you use too much water, you will ______________ the plant. 3. Last year, a child ______________ in this lake.	drowned drown drowned
12. ADD the letters ed to this word, to make a word that can be used to talk about what happened in the past: drown____	drowned

13. WRITE the number of the correctly spelled word: 1. drownd 2. drowned 3. drownded 4. drownde	2
14. LOOK AT the whole word: pronunciation READ the word divided into parts: pro NUN ci a tion FILL IN the blank with the missing letters: pro____ciation	pronunciation
15. The word "nun" appears in the word pronunciation. CIRCLE the "nun" in pronunciation:	pronunciation
16. COMPLETE this sentence by FILLING in the missing letters: We all noticed that the nun had excellent pro____ciation.	pronunciation

17. WRITE the number of the correctly spelled word: 1. pronunciation 2. prononciation 3. pronounciation	1
18. LOOK AT the whole word: sophomore READ the word in its three parts: SOPH o more CIRCLE the middle part of this word: sophomore	sophomore
19. UNDERLINE each of the "o's" in this word: sophomore How many "o's" are there in sophomore? ________ FILL IN the blank with the missing letter(s): soph___more	sophomore 3 sophomore
20. WRITE the number of the correctly spelled word: 1. sophomore 2. sophamore 3. sophimore 4. sophmore	1

21.	
COMPLETE the following sentences by filling in the missing letter(s).	
1. He was tall and strong, and very ath___tic looking.	athletic
2. The boy would have drown___ if the life-guard hadn't been alert.	drowned
3. The pro____ciation of words is different in different sections of the country.	pronunciation
4. John hated his freshman year in high school, but he was looking forward to his soph__more year.	sophomore
5. Margie was the tw____th person in the ticket line.	twelfth
22.	
CHECK any word in the list below that is misspelled. If all of the words are spelled correctly, CHECK the box beside "none misspelled."	
☐ twelfth	
☐ pronunciation	
☐ sophomore	
☐ athletic	
☐ drownd	drownd (should be drowned)
☐ none misspelled	

23. Here is another list of frequently misspelled words. READ the list carefully, paying special attention to the underlined letters. calendar separation permanent tournament particular secretary boundary The underlined letters in the words above are the ones that often cause people to misspell the words. In each case, the letter is a(n) _____.	a
24. READ the following sentence, paying special attention to the underlined words. The secretary marked the date of the sports tournament on her calendar because she knew it would be of particular interest to her boss. COMPLETE the following sentences by writing one of the underlined words above in each of the blanks. Be careful to spell the words correctly.	
1. Someone who types, files and does other office work is called a ______________	secretary
2. The ______________ on the wall showed that there were only 12 shopping days until Christmas.	calendar
3. The store had numerous books on Africa, but it didn't have a copy of the ______________ one he wanted.	particular
4. Both teams had been practicing for months, so the ______________ promised to be an exciting one.	tournament

25. READ the following sentence paying particular attention to the underlined words. The boundary was designed to create a permanent separation between the warring nations. COMPLETE the following sentences by writing one of the underlined words above in each of the blanks. Be careful to spell the words correctly.	
1. His ambition was to earn a ______________ place in the Baseball Hall of Fame.	permanent
2. The ______________ between France and Spain runs through the Pryenees mountains.	boundary
3. In some societies, there is a strict ________________ between the work done by the men, and that by the women.	separation
26. Now that you are familiar with the use of this set of words, let's examine them separately to overcome any spelling difficulties they may present. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME
27. LOOK AT the whole word: separation In order to help you remember how to spell the difficult part of this word, you should remember that there is "a rat" in "separation". CIRCLE the words "a rat" within this word: separation	separation

28. COMPLETE the following sentence by filling in the missing letters. Do you know the sep____ion between a rat and a mouse?	separation
29. WRITE the number of the correctly spelled word: 1. separation 2. sepration 3. seperation 4. separetion	1
30. READ this sentence. It will help you remember the correct spelling of the word calendar. Please lend me a calendar I can use as a dart board. CIRCLE the word lend in this word: calendar CIRCLE the group of letters which are the same in these words: calendar dart	calendar calendar dart
31. COMPLETE this sentence with the words that will help you remember how to spell calendar. Please ______________ me a calendar I can use as a ______________ board. How many d's are there in calendar? _____	lend dart 1

32. FILL IN the missing letters to complete the sentence. Please lend me a ca__________I can use as a dart board.	calendar
33. WRITE the number of the correctly spelled word: 1. calandar 2. calander 3. calendar 4. calender	3
34. LOOK AT the whole word: particular The above word is similar to the word calendar because both words end in the letters ______________.	ar
35. If you remember that only a particular calendar can be used as a dart board, you will remember that both words end alike. FILL IN the endings of both words: calend____ particul____	calendar particular
36. FILL IN the blank with the correct letter(s): He needs a particul____calendar.	particular

37. WRITE the number of the word which is spelled correctly: 1. particular 2. particuler 3. particulur	1
38. LOOK AT the whole word: permanent It will help you to remember the spelling of this word if you tell yourself that there is a "man" in "permanent." CIRCLE the word "man" in this word: permanent	permanent
39. FILL IN the missing letters in the word below. The man had a per____ent job.	permanent
40. WRITE the number of the word which is spelled correctly: 1. perminant 2. permanent 3. permenant	2
41. FILL IN the missing letters to complete the following sentences: 1. A rat cannot make a sep__ration between cheese in a trap and plain cheese. 2. Please lend me a particul__r cal__nd__r I can use as a dart board. 3. The man was looking for a perm__nent position.	separation particular, calendar permanent

42. CHECK any word that is misspelled. If all of the words are spelled correctly, check the box beside "none misspelled." ☐ separation ☐ calender ☐ particular ☐ permanent ☐ none misspelled	calender (should be calendar)
43. LOOK AT the whole word: tournament Here is a sentence that will help you remember the correct spelling of the above word: Every tournament has a name. CIRCLE the word name in this word: tournament	tournament
44. COMPLETE the sentence below by filling in the missing letters. Every tour______nt has a name .	tournament
45. WRITE the number of the correct spelling of the following word. 1. tournement 2. tournamunt 3. tournemant 4. tournament	4

46. LOOK AT the whole word: boundary This is another word with part of "dart" in it. Here is a sentence that will help you remember the correct spelling of the above word: His dart hit the boundary of the target. CIRCLE the letters in these two words that they have in common: dart boundary	dart boundary
47. COMPLETE this sentence by filling in the correct letters. His dart hit the bound_____y of the target.	boundary
48. WRITE the number of the correct spelling of the word below. 1. boundry 2. boundary 3. boundery	2

49. LOOK AT the whole word: secretary Here is a sentence that will help you remember the correct spelling of the above word: It's no secret that the new secretary is named Mary. UNDERLINE the word secret in this word: secretary CIRCLE the letters in these two words that they have in common: secretary Mary	secretary secretary Mary
50. COMPLETE this sentence by filling in the missing letters. It's no secret that the new secr______ is named Mary.	secretary
51. WRITE the number of the correct spelling of the word below. 1. secratary 2. secretery 3. secretary 4. secratery	3

52.

MATCH the words on the right with the clues on the left that will help you to remember their correct spelling.

A. a rat	1. _____ boundary	1. C
B. man	2. _____ calendar	2. E and C
C. dart	3. _____ permanent	3. B
D. elf	4. _____ pronunciation	4. G
E. lend	5. _____ secretary	5. H
F. name	6. _____ separation	6. A
G. nun	7. _____ tournament	7. F
H. secret, Mary	8. _____ twelfth	8. D

53.

If you remember that only the boundary of a particular calendar can be used as a dart board, you will remember that these words end with the letters __________.	ar
How many e's are there in the word athletic? _____	1
How many o's are there in the word sophomore? _____	3
ADD ed to the verb drown to make the past tense of the verb: _______________	drowned

54. For each of the following frames, CHECK the word that is misspelled. If all words are spelled correctly, check "none misspelled." ☐ twelfth ☐ atheletic ☐ separation ☐ tournament ☐ none misspelled	atheletic (should be athletic)
55. ☐ pronunciation ☐ calendar ☐ secretery ☐ boundary ☐ none misspelled	secretery (should be secretary)
56. ☐ drownded ☐ permanent ☐ particular ☐ sophomore ☐ none misspelled	drownded (should be drowned) Time completed ______________

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

ATHLETIC	having to do with games or sports; strong He was good in baseball, football and basketball, so everyone agreed he was very athletic.
TWELFTH	used to indicate something that is in the number 12 position in a series, as the twelfth month of the year is December.
DROWNED	lost one's life by being under water too long He was an excellent swimmer, so everyone was shocked to hear he had drowned.
PRONUNCIATION	the act or manner of saying words His pronunciation of many words is incorrect.
SOPHOMORE	a second-year student in college or high school Students at many colleges are not allowed to have cars until they are in their sophomore year of school.
SEPARATION	point or line of division; act of keeping people or things apart from each other The husband and wife both agreed to a separation.
CALENDAR	a record of the division of the year into months, weeks and days He kept track of all his meetings by writing them on a calendar.
PARTICULAR	single; special; specific; separate He had no particular news about the particular game we were interested in.
PERMANENT	continuing without change; lasting Children usually start getting their permanent teeth around the age of seven.
TOURNAMENT	any test of skill in which there is a series of contests, such as a tennis tournament

BOUNDARY	a line, or imaginary line, which marks the limit or extent of something, such as the boundary between two nations
SECRETARY	someone who takes care of the records, the exchange of letters, etc. for a company She had to learn how to type before she could be a secretary.

MASTERY TEST

Time started ______________

For each of the following words, CHECK the correct box to indicate whether the word is spelled correctly or whether it is misspelled.

	Spelled Correctly	Misspelled
1. atheletic	☐	☐
2. boundry	☐	☐
3. calendar	☐	☐
4. drownded	☐	☐
5. particular	☐	☐
6. permanent	☐	☐
7. pronounciation	☐	☐
8. secratery	☐	☐
9. separation	☐	☐
10. sophmore	☐	☐
11. tournament	☐	☐
12. twelth	☐	☐

Time completed________________

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

SENTENCES AND THEIR PARTS

LEVEL: III
UNIT: 4
LESSON: 2

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

In the next few lessons, you will learn about sentences. When we are telling something to somebody, we try to tell it point by point, idea by idea, so that they will understand us. We divide what we are telling into separate statements -- each a separate thought. Each of these statements is a sentence.

Simply, a sentence is a group of words that tells a story. Every sentence describes somebody or something doing something or being something.

LOOK AT this example:

> Clark fell.

We are told here of someone — Clark, and what he did — he fell. Of course, the sentence can become more complicated. We may want to know more about Clark and how he fell.

LOOK AT the next example:

> Young Clark, who is John Fox's best friend, fell into the well last Tuesday.

Now we know a great deal more. We know how old Clark is, and we know whose friend he is. We know where he fell and when he fell. The story is more complete, but it is still the same story — "Clark fell."

In the following lessons, you will learn to identify sentences. You will see how they are put together, and learn about the different kinds of words we use to construct our "stories."

Time completed ______________

1. LOOK AT the following: A. Boiling water B. Water is boiling. While A. and B. mean almost exactly the same thing, there is a big difference between them. "Boiling water" is not a sentence; "water is boiling." is. In this lesson you will learn the reasons for this difference. You will learn to recognize sentences and will understand how sentences are formed. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME
2. We use words to stand for things we see, things we do, things we are. LOOK AT the following words. car town person lake boy paper These words are all used to stand for: ☐ actions ☐ people, places, and things	people, places, and things

3. Words that are used to stand for people, places, and things are called nouns. WRITE noun after any of the words below that are nouns.	
acid ____________	noun
cell ____________	noun
digests ____________	
tooth ____________	noun
4. LOOK AT the following list. UNDERLINE all the words that are nouns (persons, places, or things).	
apple	apple
of	
girl	girl
how	
see	
midget	midget
beach	beach
when	
5. A word that stands for people, places, and things is called a ____________.	noun

6.	
Nouns can also be the names of things. For example, "boy" is a noun, and so is "John". "State" is a noun, and so is "Ohio". Nouns like "John" and "Ohio" are called proper nouns, because they are the names of specific things.	
CIRCLE the proper nouns in this list.	
girl	
Anna	[✓ Anna]
city	
doctor	
Cleveland	[✓ Cleveland]
book	
Dr. Adams	[✓ Dr. Adams]
Empire State Building	[✓ Empire State Building]
7.	
Nouns do not only refer to things we can touch, or see, such as "boy" or "book." They can also refer to abstract things such as "goodness" and "mercy." These words are called abstract nouns.	
CIRCLE the abstract nouns in the following list.	
rabbit	
Canada	
anger	[✓ anger]
Scandinavian	
hand	
honesty	[✓ honesty]
love	[✓ love]

8.	
UNDERLINE all the words that are used as nouns in the following list.	
Honesty is the best policy.	Honesty, policy
Big objects weigh more than little objects.	objects, objects
Molecules of ice move more slowly than molecules of steam.	Molecules, ice, molecules, steam
All gasses have no definite volume.	gasses, volume
When a substance reaches that temperature, the substance boils.	substance, temperature, substance
When we refer to the hardness, odor, shape, or color of a substance, we are talking about the properties of that substance.	hardness, odor, shape, substance, properties, substance
9.	
Nouns are words used to stand for persons, places, and things; but not all words are nouns. For example, READ this list:	
eat throw interpret decide was were appears seems	
The above words are called verbs. READ the list again, and CHECK any of the sentences that describe verbs.	
☐ Verbs are places.	
☐ Verbs stand for what something does or is.	Verbs stand for what . . .
☐ Verbs can stand for actions.	Verbs can stand for actions.
☐ Verbs are words that stand for things.	
☐ Verbs may stand for what appears to be.	

10.	
Words that describe actions are called verbs. WRITE verb beside all words that describe actions, that is, doing something in the following list.	
speak _______________	verb
engine _______________	
think _______________	verb
rabbit _______________	
write _______________	verb
read _______________	verb
girl _______________	
11.	
You can think of a verb as a word that describes what a noun can do or be. LOOK AT the following sentence.	
Peter jumped.	
The word "Peter" is a _______________.	noun
The word "jumped" is a _______________.	verb
The word "jumped" describes what:	
☐ Peter does ☐ Peter is ☐ Peter looks like	Peter does

12.

Verbs like these are used everyday.

A	B
am	have
are	has
is	had
was	
were	

These are the common verbs that describe what a roun is or has.

CHECK any sentences below that use verbs from the above lists.

☐ Robert is nice.
☐ Charles gave her the lesson.
☐ Tony had the bicycle.
☐ Calories are units of heat.
☐ Science was my best subject.
☐ Don't tell him anything.

Robert is nice.

Tony had the bicycle.
Calories are units of heat.
Science was my best subject.

13.

CIRCLE the verbs in the following sentences.

Calories are used to measure heat.	are
Water boils at 212° F.	boils
When we mash a potato, we change it.	mash, change
When we burn paper, we do not change its atoms.	burn, change
Sound and heat move many things.	move

14.	
Sometimes the same word can be used as a noun and as a verb.	
READ these sentences:	
1. Irving beat the rug.	
2. The cop walked his beat.	
In sentence 1 "beat" is used as a ______________.	verb
In sentence 2 "beat" is used as a ______________.	noun
15.	
READ the following sentences. If the underlined word is used as a verb, WRITE "V" in the blank. If it is used as a noun, WRITE "N" in the blank.	
_____ Charles glued the pieces together.	V
_____ The glue is dry.	N
_____ The spare is in the trunk.	N
_____ Dr. Wilson spared him the trouble.	V
_____ Follow the golden rule.	N
_____ King Charles ruled England.	V
_____ I walked to school.	V
_____ Walking brings good health.	N

16.	
You have now learned about two different ways in which words are used.	
A word that describes a person, place, or thing is used as a ________________.	noun
A word that tells what something is or does is used as a ________________.	verb
17.	
LOOK AT the following sentence.	
Harry runs.	
In this sentence, as in all sentences, a noun is doing, having, or being something.	
What is the noun in the above sentence? ____________	Harry
What does the noun do? ________________	runs
18.	
Not every noun in a sentence is the one that is doing, having, or being something. LOOK AT the following sentence.	
Peter bought the present.	
How many nouns does this sentence have? _____	two
Which noun is doing something? ________________	Peter

19.	
We call the noun that is doing or being something the subject of the sentence. To find the subject of a sentence you must ask "who or what is doing, being, or having something" in this sentence.	
CIRCLE the subject in each of the following sentences.	
Running is my favorite sport.	Running
Ohio is north of Kentucky.	Ohio
Irving saw him.	Irving
Dean Rusk is the Secretary of State.	Dean Rusk
Heat makes water boil.	Heat
Heating makes a house more comfortable.	Heating
20.	
You know that nouns can be replaced by pronouns.	
READ the following examples:	
The Constitution was signed in 1787. It was signed in 1787.	
The Corpsman studied the lesson. You studied the lesson.	
Arizona and New Mexico are in the Southwest. They are in the Southwest.	
Pronouns replace nouns, therefore, pronouns are used to stand for: ☐ persons, places, or things ☐ only things	persons, places, or things
The subject of a sentence can be: ☐ a noun only ☐ a noun or pronoun ☐ a pronoun only	a noun or pronoun

The purpose of this lesson is to teach you what a sentence is. READ these two rules about sentences: 1. Every sentence must have a subject. 2. Every sentence must have a verb. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME
21. You can find the subject of any sentence by asking a question about the verb. For example: Tired and hungry, the Corpsman finally arrived at the center. The verb in this sentence is underlined. FIND the subject by asking this question:	
Who arrived? _______________	Corpsman
The subject of this sentence is _______________.	Corpsman

22.	
Below is a list of sentences. After each sentence is a question. READ each sentence. Then WRITE the answer to the question. (q)	
After many long weeks, he finally got there.	
(q) Who got there ? ________________	he
During the spring, the river was flooded.	
(q) What was flooded ? ________________	river
Dr. Martin talked about diseases.	
(q) Who talked ? ________________	Dr. Martin
She is my best friend.	
(q) Who is ? ________________	she
By answering the above question, you found the:	
☐ subject of the sentence ☐ verb of the sentence	subject of the sentence

23.

In each of the following sentences, UNDERLINE the subject and CIRCLE the verb.

Henry runs to third base.	Henry, runs
Mike won the two mile run.	Mike, won
After school, Tony came home.	Tony, came
Sally is very pretty.	Sally, is
The Empire State Building was on 34th Street.	Empire State Building, was
The planes bombed Pearl Harbor.	planes, bombed
The bombs fell on many ships.	bombs, fell
Picasso paints very well.	Picasso, paints
The paints are on the table.	paints, are
He is my friend.	He, is
They are the best tires around.	They, are

24.	
We have seen that every sentence must have a subject and a ______________.	verb
But sometimes the subject is left out of the sentence, even though we know what it is.	
LOOK AT these two sentences.	
A. You come along now.	
B. Come along now.	
The subject of sentence A is: ______________ . (who comes ?)	you
The verb of sentence A is: ______________ .	come
But sentence B means the same thing as sentence A. What word has been left out of sentence B ? ______________	you
Because we understand that the subject of sentence B is "you", we say that sentence B has an understood subject.	
25.	
You can find the subject of a sentence by asking questions about the verb. This rule is true for understood subjects.	
LOOK AT these sentences:	
1. You stand over there.	
2. Stand over there.	
What is the subject of sentence one ? Who stands ? ______________	you
What is the understood subject of sentence two ? Who stands ? ______________	you

26.	
In almost every case, "you" is the only word that can be an understood subject.	
When we say:	
Run to the park.	
Who do we want to run?	
☐ you run ☐ I run ☐ they run	you run
What is the understood subject of the sentence? ________	you
27.	
When "you" is the understood subject, we are telling somebody to do something.	
LOOK AT this sentence.	
Go away.	
Who do we want to go away? ________	you
What is the understood subject of the above sentence? ________	you
UNDERLINE the subject in the following sentences. If the subject is understood, WRITE the understood subject in the blank on the left.	
________ Richard gave the book away.	Richard
________ You go home now!	You
________ Tell me a story.	(You)
________ Call me Ishmael.	(You)
________ You had better leave.	You
________ Run!	(You)

28.	
As you remember, a sentence is a statement that tells about something doing or being something.	
The word that tells what is being done is the ______________.	verb
The word that tells who or what is doing or being something is the ______________.	subject
A statement with an understood subject is a sentence. But a statement without any subject or without a verb is not a ______________.	sentence
29.	
To find out if a group of words is a sentence, we must ask questions about the subject and verb.	
LOOK AT this example:	
1. Boils on a stove.	
What boils ?	
☐ water ☐ milk ☐ there is no way to tell	there is no way to tell
Since there is no word to tell us what is boiling, the statement has no ______________.	subject
Therefore, it is not a ______________.	sentence

30.	
Now LOOK AT this statement.	
Tom, six feet tall.	
What does Tom do?	
☐ runs ☐ speaks ☐ there is no way to tell	there is no way to tell
Since there is no word telling us what Tom does, this statement does not have a ______________.	verb
This statement cannot be a ______________.	sentence
31.	
A sentence always tells something. A sentence says what is, what someone or something is doing, or what happened. READ the following groups of words and READ the questions that follow.	
A. Running quickly down the street	
B. In one corner of the room	
C. Once in a while	
To find out if a group of words is a sentence, see what questions you can answer about the words.	
LOOK AT example A. Who is running down the street?	
LOOK AT example B. What about the corner of the room? Is someone there? Is something happening there?	
LOOK AT example C. What happens once in a while?	
None of these questions can be answered. Therefore, none of the examples are ______________.	sentences

32.	
Below are groups of words that are not sentences. Ask yourself if there is a verb or a subject. If the phrase is missing a subject, WRITE NS beside it. If the phrase is missing a verb, WRITE NV beside it.	
__________ John, tall and strong,	NV
__________ danced across the room	NS
__________ yawned, stretched and fell asleep	NS
__________ during the night, the rain	NV
__________ and at once appeared, much to everyone's amazement,	NS
33.	
Remember the rule that tells you what a sentence is:	
Every sentence has a subject and a verb. In a sentence, something happens. Someone does something. And, remember: A sentence can have an understood subject.	
To find out if a sentence has a subject, we ask a question about the ______________.	verb
What question do we ask to find the subject of the sentence: "he runs". ______________	Who runs?
To find the verb of a sentence, we ask a question about the ______________.	subject
What question do we ask to find the verb of the sentence "Bob talks."? ______________	What does Bob do?

34.

LOOK AT the following examples. If the example is a sentence, WRITE "S" in the blank on the left. If it is not a sentence WRITE "NS" in the blank.

_____	Sally works for the government.	S
_____	Ohio has many industries.	S
_____	Was going to Chicago.	NS
_____	Go soak your head.	S
_____	Going to Cleveland.	NS
_____	After school, Richard Harris.	NS
_____	Bring me the paper.	S
_____	Told everybody the truth.	NS

Time completed _______________

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

PARTS OF SPEECH	
NOUN	Examples: Man is a noun. John is a noun. Love is a noun. Manly, loves, and is are NOT nouns. A noun is a word that stands for: (1) persons, places, or things (2) names of persons, places, or things (3) abstract things
PRONOUNS	Examples: He, she, and it are pronouns. The pronoun he can replace the noun John. Pronouns replace nouns.
VERBS	Examples: Jumps is a verb Is is a verb. Did is a verb. Verbs tell about action. They describe what a noun or pronoun does or is.
MODIFIERS	Examples: In the sentence, He ran slowly, slowly is a modifier modifying ran. In the sentence Tom is lazy, lazy is a modifier modifying Tom. A modifier is a word that tells something about another word. A modifier describes, restricts, or changes the meaning of the word it modifies.
ADJECTIVES	Examples: In the sentence The car is red, red is an adjective modifying car. In the sentence The swift bird flew, swift is an adjective modifying bird. Adjectives modify nouns.

ADVERBS	Examples: In the sentence The bird flew swiftly, swiftly is an adverb modifying the verb flew. In the sentence The soup is extremely hot, extremely is an adverb modifying the adjective hot. Adverbs modify verbs and adjectives.
(TELLING ADJECTIVES AND ADVERBS APART) (Irregular Adjective and Adverb Modifiers: Good and Well)	Examples: In the sentence The movie is good, good is an adjective modifying the noun movie. In the sentence He worked well, well is an adverb modifying the verb worked. In the sentence You look well, well is an adjective modifying the pronoun you. Good is an adjective. Well is an adjective too when it means healthy. Otherwise it is an adverb. Examples: Soft is an adjective. Softly is an adverb. Many adjectives and adverbs look alike except for their endings. Adverbs often end with ly.
WHAT IS A SENTENCE?	Examples: The building is tall is a sentence. The tall building is not a sentence. A sentence always tells something: what is, what someone or something is doing, or what happened.
Subject	Examples: In the sentence The building is tall, building is the subject. In the sentence He sings well, he is the subject. The subject of a sentence is a noun or pronoun that is doing or being.

Understood Subject

Examples:

In the sentence John does his homework the subject is John.

In the sentence Do your homework! you is the understood subject.

Sometimes the subject of a sentence is not stated directly. In these sentences, the subject is usually you.

What every Sentence Must Have

Every sentence must have a subject and a verb.

AGREEMENT OF SUBJECT AND VERB

Examples:

In the sentence: Tom sees the airplane, the verb sees agrees with the subject Tom.

In the sentence Yesterday Tom laughed, the verb laughed agrees with the time of the rest of the sentence.

In the sentence: Tom see the airplane, the verb see does NOT agree with the subject Tom.

In the sentence Yesterday Tom laughs, the verb laughs does NOT agree with the time of the rest of the sentence.

Verbs must agree with or match:
1. the time of the rest of the sentence;
2. the subject of the sentence.

Verb Forms

Examples:

John runs away.
He does his homework.

Singular Verbs

Singular verbs often add s or es at the end.

Past Verbs

Example: Yesterday he looked.

Past verbs often add ed at the end.

Future Verbs

Example: Tomorrow I will look.

Future verbs often use will.

**(Special Cases)
Irregular Verbs:**

Examples:

(present) I do it.
(past) I did it.

(present) He is here.
(past) Yesterday he was here.

PARTICIPLES	Examples: Tom has done his homework. We have gone there before. Verbs that are made up of several parts are called participles.
PAST PARTICIPLES	Examples: She has decided to go. Rick had joined the army. Verbs using have, has, or had are called past participles.
How to form past participles most of the time	Many verbs form their past participles by: 1. using has, had, or have; and 2. adding ed at the end.
Irregular verbs	Some verbs do not form their past participles by using the rules above. These are irregular verbs, and you just have to memorize them.

MASTERY TEST

Time started ______________

LOOK AT the following examples. CHECK only those examples which are not complete sentences.

1. ☐ Go home!
2. ☐ After school, I went to practice.
3. ☐ He is my best friend.
4. ☐ Algebra comes after English.
5. ☐ Running at top speed.
6. ☐ Bill gave it to all of us.
7. ☐ The biggest book in the whole library.
8. ☐ Patriotism died long ago.
9. ☐ Look out!
10. ☐ You better believe it.
11. ☐ Jumped a full foot into the air.
12. ☐ Craziest thing in six countries.
13. ☐ Who would have thought so?
14. ☐ Signs along the roads.
15. ☐ How can I thank you?

Time completed _______________

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

ADJECTIVES AND ADVERBS
LEVEL: III
UNIT: 4
LESSON: 3

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

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U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

52

1. READ this sentence: The bright moon shone over the high mountain.	
UNDERLINE all the nouns in the sentence above.	moon, mountain
CIRCLE the verb.	shone
Which word describes the mountain? ☐ bright ☐ high	high
Now READ this sentence: The moon shone brightly over the high mountain.	
Which word tells you something about how the moon shone? ☐ brightly ☐ high	brightly
Words like bright and brightly are called MODIFIERS because they modify (describe, change, restrict) the meaning of other words.	
CIRCLE all the modifiers in this sentence: Old, fat John drove quickly to the sky-blue lake in a sleek, red car.	Old, fat, quickly, sky-blue sleek, red
READ this sentence: John drove to the lake in a car.	
Does this sentence have any modifiers? ☐ yes ☐ no	no

2.	
READ the sentences below. The modifiers are underlined.	
1. The moon is bright.	
2. The bright moon shines.	
3. The moon shines brightly.	
4. Brightly the moon shines	
In sentences 1 and 2, bright modifies the noun moon, for it describes the moon.	
In sentences 3 and 4, brightly modifies the verb shines, for it describes how the moon shines.	
READ the sentence below. The modifier is underlined.	
Max was angry.	
Which word is modified?	
☐ Max ☐ was	Max
What part of speech is the modified word?	
☐ noun ☐ verb	noun
READ the sentence below. The modifier is underlined.	
Max shouted angrily.	
Which word is modified?	
☐ Max ☐ shouted	shouted
What part of speech is the modified word?	
☐ noun ☐ verb	verb

3. According to what you have learned so far, what kinds of words can have modifiers ? ☐ only nouns ☐ only verbs ☐ verbs and nouns ☐ neither verbs nor nouns	verbs and nouns
4. READ the sentence below. The modifier is underlined. The lazy boy jumped. The modifier in this sentence says something about: ☐ a person ☐ what the person is doing	a person
The word that is modified is a: ☐ noun ☐ verb	noun
READ this sentence: Dick jumped quickly. The modifier quickly says something about: ☐ a person ☐ what the person is doing	what the person is doing
The word modified is a: ☐ noun ☐ verb	verb

5.	
In the sentences below, the modifiers are underlined and the words that are modified are circled.	
We were merry.	
We laughed merrily.	
In the sentences below, CIRCLE the words that are modified.	
The eagle is swift.	eagle
The eagle flies swiftly.	flies
Swiftly the eagle flies.	flies
The swift eagle flies.	eagle
6.	
In each sentence below, the modifier is underlined.	
CIRCLE the word that is modified, and WRITE the part of speech it belongs to.	
The typewriter is black. ______________	typewriter noun
He cried sadly. ______________	cried verb
This book is exciting. ______________	book noun
Chuck smiled happily. ______________	smiled verb

7.

You know that nouns and verbs can have modifiers. A word that modifies a noun is called an adjective. A word that modifies a verb is called an adverb.

In the phrases below, the modifiers are underlined. WRITE "adjective" after the phrases in which the modifier is an adjective. WRITE "adverb" after the phrases in which the modifier is an adverb.

happy man ________________	adjective
jolly sailor ________________	adjective
playing quietly ________________	adverb
shouts loudly ________________	adverb
sneezed noisily ________________	adverb
wonderful trip ________________	adjective

8.	
CIRCLE the words that an adverb could modify:	
runs	[✓ runs]
boy	
leaf	
laugh	[✓ laugh]
sweating	[✓ sweating]
car	
hot	[✓ hot]
ate	[✓ ate]
CIRCLE the words that an adjective could modify:	
dog	[✓ dog]
sneezing	
jumps	
tree	[✓ tree]
government	[✓ government]
pipes	[✓ pipes]
skated	
snake	[✓ snake]
9.	
COMPLETE the words:	
AD_ _ _ B	V E R
AD _ E _ TIVE	J C

10. A word that modifies a noun is called an ________.	adjective
A word that modifies a verb is called an ________.	adverb
11. This food is spoiled. This food is badly spoiled. In the first sentence above, the word "spoiled" is an adjective that modifies the word "food." The second sentence has an additional word, "badly." This word tells you that the food is "badly" spoiled, not just spoiled a little. The word "badly" thus modifies the word "spoiled." Just as an adjective modifies a noun, so can another word modify an adjective. READ the following sentence: This vase is oddly shaped. The modifier is underlined. What word does oddly modify? ☐ this ☐ vase ☐ is ☐ shaped	shaped
What part of speech is the word that is modified by oddly? ☐ adjective ☐ noun ☐ verb	adjective

12.	
You have learned that a word that modifies a verb is called an adverb. A word that modifies an adjective is also called an adverb.	
An adverb can modify a(n):	
☐ adjective	adjective
☐ noun	
☐ verb	verb
An adjective can modify a(n):	
☐ adjective	
☐ noun	noun
☐ verb	
13.	
In each sentence below, the modifier is underlined. CIRCLE the word that is modified, and WRITE the part of speech it is.	
The bill was fortunately paid. ______________	paid adjective
This is obviously wrong. ______________	wrong adjective
Bill is happily married. ______________	married adjective
14.	
A word that modifies an adjective is called a(n) ______________.	adverb

15.

In each sentence below, the modifier is underlined. CIRCLE the word that is modified, and WRITE the part of speech it is.

That car is beautiful.	car noun
That car runs beautifully.	runs verb
That car is beautifully painted.	painted adjective
That beautiful car belongs to Jim.	car noun

16.

When a person writes a sentence, he must decide what type of modifier to use.

For example, suppose a person wants to describe the color of his cat. He might start out by writing an incomplete sentence:

My cat is ______________.

The underlined word is the one to be modified. This word is a noun. Therefore, the type of modifier that should be used is an adjective.

READ the following sentence:

The plane flew very ______________.

What word is supposed to be modified? ______________	flew
What part of speech is this word? ______________	verb
What type of modifier should be used? ______________	adverb

READ the following sentence:

He was ______________ funny.

What word is supposed to be modified? ______________	funny
What part of speech is this word? ______________	adjective
What type of modifier should be used? ______________	adverb

17.

In each sentence below, the underlined word can be modified. In place of a modifier, there is a blank space. In the blank space, WRITE the KIND of modifier that should be used.

The ________ woman walked slowly through the crowded streets.	adjective
John has been known to be ________ lazy.	adverb
The ________ train was late.	adjective
The pickle is ________ sour.	adverb
Ted drove ________.	adverb

18.	
Bright is an adjective; brightly is an adverb. Dim is an adjective; dimly is an adverb.	
Sometimes adjectives and adverbs look alike except for an ending. The above examples show you that you can often distinguish an adverb from an adjective by remembering that:	
☐ many adjectives end in ly ☐ many adverbs end in ly	many adverbs end in ly
After each modifier below, WRITE either "adjective: or "adverb."	
slow ______________	adjective
slowly ______________	adverb
sad ______________	adjective
sadly ______________	adverb
careful ______________	adjective
carefully ______________	adverb
real ______________	adjective
really ______________	adverb
awful ______________	adjective
awfully ______________	adverb
19.	
If you see a modifier that ends with the letters ly, it is likely to be an:	
☐ adjective ☐ adverb	adverb

20.

This is a good book. The movie I saw last night was good. In the sentences above, good is used as an: ☐ adjective ☐ adverb	adjective
He plays the piano well. This hammer works well. In the sentences above, well is used as an: ☐ adjective ☐ adverb	adverb
My father feels well these days. You look well. In the sentences above, well is used as an: ☐ adjective ☐ adverb	adjective
When is well used as an adjective? ☐ when it is used to mean efficiently ☐ when it modifies a verb ☐ when it is used to mean healthy	when it is used to mean healthy
Which of the following can be used as an adjective? ☐ the word good ☐ the word well	the word good the word well
Which of the following can be used as an adverb? ☐ the word good ☐ the word well	the word well

21.

After each modifier listed below, WRITE the name of the part of speech it belongs to:

neat	________	adjective
neatly	________	adverb
full	________	adjective
fully	________	adverb
rapidly	________	adverb
rapid	________	adjective
awful	________	adjective
awfully	________	adverb
real	________	adjective
horrible	________	adjective
dead	________	adjective
slowly	________	adverb
unusually	________	adverb
good	________	adjective
well	________	adjective or adverb

22.	
What part of speech is each of the underlined modifiers?	
She smiled sweetly. ________________	adverb
Shakespeare was a good writer. ________________	adjective
He wrote very well. ________________	adverb
Most of the time, he felt quite well. ________________	adjective
He sang really well. ________________	adverb
The movie was awful. ________________	adjective
The movie was awfully sad. ________________	adverb
23.	
In the following sentence, the modifier is underlined. The modifier may be correct or incorrect.	
The sky is clear tonight.	
What word does clear modify?	
☐ sky	sky
☐ is	
☐ tonight	
To what part of speech does the word modified by clear belong?	
☐ adjective	
☐ adverb	
☐ noun	noun
☐ verb	
What kind of modifier should be used?	
☐ adjective	adjective
☐ adverb	
The modifier clear is an:	
☐ adjective	adjective
☐ adverb	
Is clear the correct modifier for this sentence?	
☐ yes	yes
☐ no	

24.	
READ this sentence:	
This cup is fully of wine.	
What word does fully modify? ________________	cup
What part of speech is the word modified by fully? ________________	noun
What kind of modifier should be used? ________________	adjective
What part of speech is fully? ________________	adverb
Is fully the correct modifier for this sentence?	
☐ yes	
☐ no	no
25.	
Each sentence below contains a modifier which is underlined. The modifier may be correct or incorrect. CHECK every sentence in which the underlined modifier is correct.	
☐ The banana is yellow.	The banana is yellow.
☐ He ran very rapid.	
☐ He was a plain man.	He was a plain man.
☐ He did good in school.	
☐ He felt extremely well.	He felt extremely well.
☐ He did well in all his studies.	He did well in all his studies.
☐ The moon could be seen clear.	
☐ The music was real beautiful.	
☐ The music was awfully beautiful.	The music was awfully beautiful.

26.	
READ this question, but do not MARK an answer.	
CHECK the correct modifier.	
By noon the men should be able to finish the job: ☐ easy ☐ easily	
Which word is modified in this sentence? ____________	finish
What part of speech is the word that is modified? ____________	verb
What kind of modifier should such a word have? ____________	adverb
What is the correct answer to this question? ☐ easy ☐ easily	easily

27.

COMPLETE each sentence by CHECKING the correct ending:

My new coat is: ☐ dark ☐ darkly	dark
Gibbons was able to run around the track very: ☐ rapid ☐ rapidly	rapidly
He was: ☐ plain good ☐ plainly good	plainly good
Mike usually does his work: ☐ good ☐ well	well
Jesse says she is feeling: ☐ good ☐ well	well
This steak is: ☐ unusual thick ☐ unusually thick	unusually thick

Time completed ______________

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

PARTS OF SPEECH	
NOUN	Examples: Man is a noun. John is a noun. Love is a noun. Manly, loves, and is are NOT nouns. A noun is a word that stands for: (1) persons, places, or things (2) names of persons, places, or things (3) abstract things
PRONOUNS	Examples: He, she, and it are pronouns. The pronoun he can replace the noun John. Pronouns replace nouns.
VERBS	Examples: Jumps is a verb Is is a verb. Did is a verb. Verbs tell about action. They describe what a noun or pronoun does or is.
MODIFIERS	Examples: In the sentence, He ran slowly, slowly is a modifier modifying ran. In the sentence Tom is lazy, lazy is a modifier modifying Tom. A modifier is a word that tells something about another word. A modifier describes, restricts, or changes the meaning of the word it modifies.
ADJECTIVES	Examples: In the sentence The car is red, red is an adjective modifying car. In the sentence The swift bird flew, swift is an adjective modifying bird. Adjectives modify nouns.

ADVERBS	Examples: In the sentence The bird flew swiftly, swiftly is an adverb modifying the verb flew. In the sentence The soup is extremely hot, extremely is an adverb modifying the adjective hot. Adverbs modify verbs and adjectives.
(TELLING ADJECTIVES AND ADVERBS APART)	
(Irregular Adjective and Adverb Modifiers: Good and Well)	Examples: In the sentence The movie is good, good is an adjective modifying the noun movie. In the sentence He worked well, well is an adverb modifying the verb worked. In the sentence You look well, well is an adjective modifying the pronoun you. Good is an adjective. Well is an adjective too when it means healthy. Otherwise it is an adverb. Examples: Soft is an adjective. Softly is an adverb. Many adjectives and adverbs look alike except for their endings. Adverbs often end with ly.
WHAT IS A SENTENCE?	Examples: The building is tall is a sentence. The tall building is not a sentence. A sentence always tells something: what is, what someone or something is doing, or what happened.
Subject	Examples: In the sentence The building is tall building is the subject. In the sentence He sings well, he is the subject. The subject of a sentence is a noun or pronoun that is a noun or pronoun that is doing or being.

Understood Subject	Examples: In the sentence John does his homework the subject is John. In the sentence Do your homework! you is the understood subject. Sometimes the subject of a sentence is not stated directly. In these sentences, the subject is usually you.
What every Sentence Must Have	Every sentence must have a subject and a verb.
AGREEMENT OF SUBJECT AND VERB	Examples: In the sentence: Tom sees the airplane, the verb sees agrees with the subject Tom. In the sentence Yesterday Tom laughed, the verb laughed agrees with the time of the rest of the sentence. In the sentence: Tom see the airplane, the verb see does NOT agree with the subject Tom. In the sentence Yesterday Tom laughs, the verb laughs does NOT agree with the time of the rest of the sentence. Verbs must agree with or match: 1. the time of the rest of the sentence; 2. the subject of the sentence.
Verb Forms	Examples: John runs away. He does his homework.
Singular Verbs	Singular verbs often add s or es at the end.
Past Verbs	Example: Yesterday he looked. Past verbs often add ed at the end.
Future Verbs	Example: Tomorrow I will look. Future verbs often use will.
(Special Cases) Irregular Verbs:	Examples: (present) I do it. (past) I did it. (present) He is here. (past) Yesterday he was here.

PARTICIPLES	Examples: Tom has done his homework. We have gone there before. Verbs that are made up of several parts are called participles.
PAST PARTICIPLES	Examples: She has decided to go. Rick had joined the army. Verbs using have, has, or had are called past participles.
How to form past participles most of the time	Many verbs form their past participles by: 1. using has, had, or have; and 2. adding ed at the end.
Irregular verbs	Some verbs do not form their past participles by using the rules above. These are irregular verbs, and you just have to memorize them.

MASTERY TEST

Time started ________________

75

LOOK AT the underlined words in each of the following sentences. CHECK the sentences in which adverbs and adjectives are not used correctly.

1. ☐ He worked good with children.

2. ☐ Tom was noisily putting together his things.

3. ☐ He dresses very neatly.

4. ☐ She is unusual tall for a teenager.

5. ☐ He took the bad news well.

6. ☐ It was a masterfully solution.

7. ☐ I am fully aware of what you are saying.

CHECK the word that correctly completes each of the following sentences.

8. Picasso is a ______________ great artist.

a. ☐ real

b. ☐ really

9. They danced ______________ around the room.

a. ☐ light

b. ☐ lightly

10. He is a very ______________ person.

a. ☐ placid

b. ☐ placidly

11. Tim is ______________ uncertain about what to do.

a. ☐ awful

b. ☐ awfully

12. You are looking very ______________.

a. ☐ good

b. ☐ well

13. Are you ____________ a deep-sea diver?

a. ☐ real

b. ☐ really

14. This poem is ______________ boring.

a. ☐ horrible

b. ☐ horribly

15. He murdered a man with a ______________ weapon.

a. ☐ dead

b. ☐ deadly

Time completed ______________

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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COMPARATIVE FORMS
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U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

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PANEL 1

John is tall.

John is taller than Ben.

Of all the boys, John is the tallest.

The red book is heavy.

The red book is heavier than the blue one.

Of all the books, the red book is the heaviest.

READ the first two sentences above. The first sentence says something about one person, John; it says that John is tall. The second sentence says something about two persons; it says that John is taller than Ben. The sentence compares two persons.

Now READ the third sentence. The third sentence also makes a comparison, but it compares more than two persons; it compares John and all the other boys; it says John is the tallest.

Just as a sentence may compare two or more persons, so may it compare two or more objects. This is shown by the last three sentences above.

1.	
READ PANEL 1	
After reading the panel, do this frame.	
READ the following sentence:	
The glass is clear.	
This sentence says something about:	
☐ one object ☐ two objects ☐ more than two objects	one object
Does it compare two or more objects?	
☐ yes ☐ no	no
READ this sentence:	
Pete is faster than Roy.	
This sentence says something about:	
☐ one person ☐ two persons ☐ more than two persons	two persons
Does it compare two or more persons?	
☐ yes ☐ no	yes
READ this sentence:	
This typewriter is the noisiest of all typewriters.	
This sentence says something about:	
☐ one object ☐ two objects ☐ more than two objects	more than two objects
Does it compare two or more objects?	
☐ yes ☐ no	yes

2. A sentence may: ☐ say something about one person or object without comparing it to any other ☐ compare two persons or objects ☐ compare more than two persons or objects	say something about one . . . compare two persons or objects compare more than two . . .
3. The blue rag is the dirtiest. The sentence above says that the blue rag is the dirtiest, but it does not say what the blue rag is being compared to. You can guess, though, that the blue rag is being compared to other rags, and that if the sentence were complete, it would read as follows: The blue rag is the dirtiest of all the rags. Here is another sentence: This is the smallest rug. You can guess that the rug is being compared to: ☐ one other rug ☐ many other rugs	many other rugs
4. Chuck is taller than any other boy in his class. The sentence above says that Chuck is taller than any one boy in his class. In other words, if you look at any boy in his class, you will see that Chuck is taller than he is. This means that Chuck is being compared to: ☐ one other boy ☐ many other boys This sentence compares: ☐ two persons ☐ one person ☐ more than two persons	one other boy two persons

5.	
WRITE the number of persons or objects, if any, that are being compared in each sentence below. If the sentence does not make a comparison, WRITE "O":	
_____ Sam is shorter than Tom.	2
_____ This is the sharpest pencil on the desk.	more than 2 (many)
_____ She is taller than her mother and her father.	more than 2 (3)
_____ The bird flew swiftly.	0
_____ My pet canary is sick.	0
_____ My car is faster than any other car.	2
6.	
Tim ran fast. Tim ran faster than Joe. Tim ran the fastest of all the boys. The big chair is soft. The big chair is softer than the smaller chair. The big chair is the softest of all the chairs.	
The first sentence above says something about one person, Tim. In this sentence, the modifier is written "fast." The second sentence compares two persons, and the modifier is written "faster." The third sentence compares more than two persons and the modifier is written "fastest."	
The last three sentences say something about objects. READ the sentences and notice how the modifier is written in each.	
What are the different ways a modifier can be written?	
☐ to say something about one person or object	to say something about one . . .
☐ to compare two persons or objects	to compare two persons or objects
☐ to compare more than two persons or objects	to compare more than two . . .

PANEL 2

The evening fog is thick.

The evening fog is thicker than the morning fog.

The evening fog is the thickest of any fog this year.

The way in which a modifier is written is called its form. When a modifier appears in a sentence that says something about one person or object, its form is called the positive form. The first sentence above shows that the positive form of the modifier "thick" is "thick."

When a modifier appears in a sentence that compares two persons or objects, its form is called the comparative form. The second sentence above shows that the comparative form of the modifier "thick" is "thicker."

When a modifier appears in a sentence that compares more than two persons or objects, its form is called the superlative form. The third sentence above shows that the superlative form of the modifier "thick" is "thickest."

7. READ PANEL 2 After reading the panel, do this frame. READ the following sentence: The employee was in a great hurry. What is the form of the modifier in this sentence? ____________	positive
READ this sentence: The employee was in a greater hurry than the supervisor. What is the form of the modifier in this sentence? ____________	comparative
READ this sentence: The employee was in the greatest hurry of all the people in the office. What is the form of the modifier in this sentence? ____________	superlative
8. The positive form of a modifier is used in a sentence that: ☐ says something about one person or object ☐ compares two persons or objects ☐ compares more than two persons or objects	says something about one . . .
The comparative form of a modifier is used in a sentence that: ☐ says something about one person or object ☐ compares two persons or objects ☐ compares more than two persons or objects	compares two persons or objects
The superlative form of a modifier is used in a sentence that: ☐ says something about one person or object ☐ compares two persons or objects ☐ compares more than two persons or objects	compares more than two . . .

9.

When a person writes a sentence that contains a modifier, he must think of the proper form of the modifier.

For example, suppose a person wants to say that John is tall, but does not want to compare John to any other person. In this case, he would use the positive form of the modifier.

Suppose the person wants to compare John and Bill with respect to their height. In this case, he would use the comparative form of the modifier.

Suppose he wants to compare John to all his classmates. In this case, he would use the superlative form of the modifier.

If you wanted to say that a tree is green, but you did not want to compare the tree to any other tree, you would use the ________________ form of the modifier.	positive
If you wanted to compare the tree to another tree, you would use the ________________ form of the modifier.	comparative
If you wanted to compare the tree to many other trees, you would use the ________________ form of the modifier.	superlative

10.

MATCH the columns below to indicate the form that should be used in each case listed on the right:

A. comparative form	1. _____ sentence says something about one person or object	B
B. positive form		
C. superlative form	2. _____ sentence compares two persons or objects	A
	3. _____ sentence compares more than two persons or objects	C

11. COMPLETE the spelling of each form listed below: posit ____ comparat ____ superlat ____	 posit ive comparat ive superlat ive
12. COMPLETE the spelling of each form: po __________ com __________ super __________	 po sitive com parative super lative
13. WRITE the forms that a modifier can take in a sentence: ______________________________	 positive comparative superlative (any order)

14.	
(modifier: dusty) The green blackboard is __________ than the black one.	
The sentence above makes a comparison, but the modifier has been removed from the sentence. In place of the modifier is a blank line, and the basic form of the modifier is to the left of the sentence.	
How many persons or objects does the sentence compare? _____	2
NAME the form of the modifier that should be used: _______________	comparative
Now READ this sentence:	
(sticky) This adhesive tape is __________ of all.	
How many persons or objects does the sentence compare? _____	more than 2 (many)
NAME the form of the modifier that should be used: _______________	superlative
15.	
NAME the form of the modifier that should be used in each case below:	
(sweet) This candy bar is __________ than that one.	comparative
(dry) The red umbrella is the __________ of all of them.	superlative
(fast) Jim's car goes __________ than Ted's.	comparative
(fine) Her pig was the __________ one at the county fair.	superlative
(white) The top sheet on the bed is __________ than the bottom one.	comparative
(short) Pat is __________ than any other girl in town.	comparative
When a sentence does not make a comparison, what form of the modifier should be used? __________	positive

16.

PREVIEW FRAME

You have now learned how to determine what form of a modifier should be used in a sentence. In the remainder of this lesson, you will learn how to recognize the different forms of a modifier.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

17.

Many modifiers are formed by adding endings to them.

READ the chart below:

Modifier	POSITIVE	COMPARATIVE	SUPERLATIVE
thick	thick	thicker	thickest
stale	stale	staler	stalest
dry	dry	drier	driest
stout	stout	stouter	stoutest
sturdy	sturdy	sturdier	sturdiest

The comparative form of the modifiers above all end with the letters ____ ____.

e r

The superlative form of the modifiers above all end with the letters ____ ____ ____.

e s t

18.

When you see a modifier that ends in est, you know that it is in the ____________ form.

superlative

When you see a modifier that ends in er, you know that it is in the ____________ form.

comparative

19.

NAME the form of each modifier.

round	______________	positive
rounder	______________	comparative
roundest	______________	superlative
whiter	______________	comparative
boldest	______________	superlative
thin	______________	positive
large	______________	positive
largest	______________	superlative
larger	______________	comparative
talker	______________	comparative
sturdier	______________	comparative

20.	
READ this sentence:	
The mountain was higher than the hill.	
What is the form of the underlined modifier? ________________	comparative
The form of the modifier might be either correct or incorrect. What form should be used in the sentence above? ________________	comparative
Is the modifier correct? ☐ yes ☐ no	yes
Now READ this sentence:	
This dictionary is thickest than the poetry book.	
What is the form of the underlined modifier? ________________	superlative
What form should be used in this sentence? ________________	comparative
Is the modifier correct? ☐ yes ☐ no	no

21.

In the sentences below, the modifiers are underlined. CHECK only the sentences that have correct modifiers.

☐ Tom is taller than John.	Tom is taller than John.
☐ James is the bolder of the three boys.	
☐ My car runs faster than yours.	My car runs faster than yours.
☐ This car is green.	This car is green.
☐ Today is rainiest than yesterday.	
☐ Today is the rainiest day we have had all week.	Today is the rainiest day we . . . .
☐ This chain is sturdier than the bench.	This chain is sturdier than . . . .
☐ Today is rainier than any other day this week.	Today is rainier than any . . . .

22. COMPLETE these sentences by CHECKING the phrase that is correct.	
This is the: ☐ round island on the map ☐ rounder island on the map ☐ roundest island on the map	roundest island on the map
A straight line is the: ☐ short distance between two points ☐ shorter distance between two points ☐ shortest distance between two points	shortest distance between . . .
That liquid is: ☐ white than the liquid in the test tube ☐ whiter than the liquid in the test tube ☐ whitest than the liquid in the test tube	whiter than the liquid in . . .
Joyce's sweater is: ☐ green ☐ greener ☐ greenest	green
Today is: ☐ sunny than yesterday ☐ sunnier than yesterday ☐ sunniest than yesterday	sunnier than yesterday

23.

Many modifiers form comparatives and superlatives by using helper words.

READ the chart below.

Modifier	POSITIVE	COMPARATIVE	SUPERLATIVE
gentle	gentle	more gentle	most gentle
gentle	gentle	less gentle	least gentle
beautiful	beautiful	more beautiful	most beautiful
beautiful	beautiful	less beautiful	least beautiful
priceless	priceless	more priceless	most priceless
priceless	priceless	less priceless	least priceless

The comparative form of the modifiers above use the helper words __________ or __________.

more/less

The superlative form of these modifiers use the helper words __________ or __________.

most/least

24.

When you see the words "more" or "less" before a modifier, you know that the modifier is in the ______________ form.

comparative

When you see the words "most" or "least" before a modifier, you know that the modifier is in the ______________ form.

superlative

25.	
NAME the form of each modifier.	
more civilized ____________	comparative
civilized ____________	positive
most civilized ____________	superlative
fastest ____________	superlative
less beautiful ____________	comparative
least civilized ____________	superlative
civilized ____________	positive

26.	
READ this sentence:	
She is the more beautiful girl in the world.	
What form of the modifier is used in the sentence above? ____________	comparative
What form should be used? ____________	superlative
Is the modifier above correct? ☐ yes ☐ no	no
Now READ this sentence:	
This curve is more dangerous than that one.	
What is the form of the modifier used in the sentence above? ____________	comparative
What form should be used? ____________	comparative
Is the modifier above correct? ☐ yes ☐ no	yes

27.	
In the sentences below, the modifiers are underlined. CHECK only the sentences with modifiers that are not correct.	
☐ This is the most priceless object I own.	
☐ He is more efficient than any other worker in the factory.	
☐ Many people believe that the people in their own country are the more civilized people in the world.	Many people believe that . . . .
☐ Jake's mask is least horrible than Tom's.	Jake's mask is least . . .
☐ She is the more gorgeous of the two.	

PANEL 3

Irregular Modifiers

Modifier	POSITIVE	COMPARATIVE	SUPERLATIVE
bad	bad	worse	worst
good	good	better	best
little	little	less	least
many	many	more	most
much	much	more	most
well	well	better	best

28. COMPLETE each sentence below by CHECKING the phrase that ends it correctly.	
Tom learned to read the test questions: ☐ carefully than he used to ☐ more carefully than he used to ☐ most carefully than he used to	more carefully than he used to
This book is the: ☐ reliable source of information there is ☐ more reliable source of information there is ☐ most reliable source of information there is	most reliable source of . . .
Who is: ☐ beautiful, Marie or Jeanette ☐ more beautiful, Marie or Jeanette ☐ most beautiful, Marie or Jeanette	more beautiful, Marie or Jeanette
Bob thinks that his wife is the: ☐ beautiful girl in the world ☐ more beautiful girl in the world ☐ most beautiful girl in the world	most beautiful girl in the world
Janet spoke: ☐ quietly than David ☐ more quietly than David ☐ most quietly than David	more quietly than David
29. REFER TO PANEL 3 Panel 3 is a list of the modifiers that are called irregular. How do irregular modifiers form their comparative and superlative forms? ☐ They add new endings. ☐ The whole word changes. ☐ They use helper words.	The whole word changes.

30.

PREVIEW FRAME

You are going to have to memorize these irregular modifiers. When you think you have them memorized, CLOSE YOUR PANEL BOOK and do the next frame.

If you miss more than two on Frame 31, study the irregular adjectives more and try the frame again.

31.

NAME the form of each modifier.

bad	______________	positive
better	______________	comparative
best	______________	superlative
little	______________	positive
more	______________	comparative
least	______________	superlative
most	______________	superlative
worst	______________	superlative
much	______________	positive
many	______________	positive
worse	______________	comparative
less	______________	comparative
good	______________	positive
well	______________	positive

32. In the sentences below, the modifiers are underlined. CHECK only the sentences containing modifiers that are not correct.	
☐ Which is better, chocolate or vanilla?	
☐ This is the most effective of the two methods.	This is the most effective . . . .
☐ This candy bar tastes better than any other kind.	
☐ Tom's poem is the worse of the four.	Tom's poem is the worse . . . .
☐ The students are least interested in geography than in biology.	The students are least . . . .
☐ Grapes are smaller than apples.	

33.	
COMPLETE each sentence below by CHECKING the phrase that ends it correctly.	
Under communism, the people have:	
☐ little voice in government than in a democracy	
☐ less voice in government than in a democracy	less voice in government . . .
☐ least voice in government than in a democracy	
This is the:	
☐ bad book I ever read	
☐ worse book I ever read	
☐ worst book I ever read	worst book I ever read
She is the:	
☐ good of the two singers	
☐ better of the two singers	better of the two singers
☐ best of the two singers	
Jane did very:	
☐ well on the test she took	well on the test she took
☐ better on the test she took	
☐ best on the test she took	
In that election,:	
☐ many people voted for Kennedy than for Nixon	
☐ more people voted for Kennedy than for Nixon	more people voted for . . .
☐ most people voted for Kennedy than for Nixon	

34.

READ this sentence:

Mike is taller than any other boy in his class.

You learned earlier that the comparative modifier "taller" is the correct form for this sentence, because Mike is being compared to any one. Along with the comparative, the sentence must use the word "other." It is incorrect to say that Mike is taller than any boy in his class.

Which sentence is correct?

☐ Because John is stronger than any boy who tried out for the team, he was chosen.

☐ Because John is stronger than any other boy who tried out for the team, he was chosen.

Which sentence is correct?

☐ This poem is more effective than any other poem that was read.

☐ This poem is more effective than any poem that was read.

Sentences like the correct examples above, which compare one person or thing to any one person or thing, must use a comparative modifier and the word(s):

☐ any
☐ any other
☐ other

. . . than any other boy . . . .

. . . than any other poem . . . .

any other

35. COMPLETE each sentence below by CHECKING the modifier that should be in the blank space.	
________________ people were out of work during the depression than in the 1920's. ☐ Many ☐ More ☐ Most	More
________________ Americans are in favor of government restriction of big business. ☐ Many ☐ More ☐ Most	Most
Even though he was only seventeen, John was already ________________ than his sixty-year old father. ☐ bald ☐ balder ☐ baldest	balder
The boy scout's knife is ________________ than yours. ☐ sharp ☐ sharper ☐ sharpest	sharper
Roses are ________________ than any other flower. ☐ pretty ☐ prettier ☐ prettiest	prettier
This tool does the job ________________ than that one. ☐ effectively ☐ more effectively ☐ most effectively	more effectively
Of all the tools in the shop, this one works ________________. ☐ effectively ☐ more effectively ☐ most effectively	most effectively
This tool is ________________ of all of them. ☐ good ☐ better ☐ best	best

Time completed______________

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

MODIFIERS HAVE DIFFERENT FORMS

Some modifiers say something about only one person or thing.

Some modifiers compare two persons or things to each other.

Some modifiers compare more than two persons or things with one another.

Examples:

My bird is sick.
My bird is sicker than yours.
My bird is the sickest bird of all of them.

MODIFIERS IN THEIR POSITIVE FORM

A modifier that does not compare anything to anything else takes a positive form.

Example: This boy is happy.

MODIFIERS IN THEIR COMPARATIVE FORM

A modifier that compares two people or things takes a comparative form.

Example: This boy is happier than that one.

MODIFIERS IN THEIR SUPERLATIVE FORM

A modifier that compares more than two people or things takes a superlative form.

Example: This boy is the happiest in the group.

HOW TO FORM COMPARATIVES

For all short one-syllable words and many two-syllable words:

add er or r at the end.

Example: faster, finer

For many two-syllable words and all words of more than two syllables:

use more (or less)

Example: more beautiful, less dangerous

HOW TO FORM SUPERLATIVES

For all short one-syllable words and many two-syllable words:

add est or st at the end

Example: worst, hardest

For many two-syllable words and all words of more than two syllables:

use most (or least)

Example: most effective, least expensive

IRREGULAR COMPARATIVES AND SUPERLATIVES

Some words do not form their comparative and superlative forms by using the words above.

A list of these irregular modifiers is found on the next page (page 28).

Irregular Modifiers

Modifier	POSITIVE	COMPARATIVE	SUPERLATIVE
bad	bad	worse	worst
good	good	better	best
little	little	less	least
many	many	more	most
much	much	more	most
well	well	better	best

NOTE NOTE NOTE NOTE
When you are finished with this list
take the Mastery Test on page 30.

MASTERY TEST

Time started ____________

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In the sentences below, the comparatives are underlined. CHECK the sentences in which the comparatives are not correct.

1. ☐ Jane is the more appealing of the three girls.

2. ☐ Allen's collection is better than mine.

3. ☐ Between Tom and Joe, Joe is the best runner.

4. ☐ He was the better of the three.

5. ☐ Of all the months in the year, I was happiest in July.

COMPLETE these sentences by CHECKING the correct modifier.

6. Max is the ______________ of all the boys in the club.

   a. ☐ handsome

   b. ☐ handsomer

   c. ☐ handsomest

7. He is ______________ happy about your promotion than I am.

   a. ☐ little

   b. ☐ less

   c. ☐ least

8. Do you deserve a ______________ raise than Marcia does?

   a. ☐ high

   b. ☐ higher

   c. ☐ highest

9. No, Marcia has a ______________ background than I do.

a. ☐ good

b. ☐ better

c. ☐ best

10. Earl is a ______________ young man.

a. ☐ tall

b. ☐ taller

c. ☐ tallest

Time completed ______________

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

SPELLING IE AND EI WORDS
LEVEL: III
UNIT: 4
LESSON: 5

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
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PANEL 1

LIST OF IE AND EI WORDS

COLUMN A	COLUMN B
friend	deceive
believe	conceive
grievance	receipt
medieval	perceive
mischievous	

1. PREVIEW FRAME A very tricky spelling problem is the combination of i and e, such as in field or in receive. Some words have the i before the e; other words have the e before i. How can you remember when to use ie or ei? This lesson will help you learn the basic rule for remembering the ie or ei spelling pattern. If you do not understand the meaning of any words in this lesson, refer to the word list at the end of the lesson. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME
2. REFER TO PANEL 1. The words in column A all have an: ☐ ei combination (e comes before i) ☐ ie combination (i comes before e)	ie combination
Now look carefully at the words in column B. The words in column B all have an: ☐ ei combination (e comes before i) ☐ ie combination (i comes before e)	ei combination
3. LOOK carefully at the words in column B of Panel 1. What letter comes immediately before (preceeds) the ei combination in each word in the list? __________	(the letter) c

4. There is a rhyme you can learn which will help you remember whether to use i before e (ie) or e before i (ei). i before e except after c. The meaning of the rule can be seen in the following examples: relieve receive COPY the word that has i before e ______________ COPY the word that has an c in it ______________ COPY the word that has e before i ______________	relieve receive receive
5. The rule: "i before e except after c" doesn't state how to arrange the letters i and e after c. The rule implies that the letters are revised after c. Thus, after c : ☐ e comes before i ☐ i comes before e LOOK again at the word receive. What letter in the word receive determines that e will come before i? ______________	e comes before i (the letter) c

6. If the words in the list below have the ie pattern as in relieve, WRITE them underneath relieve; if the words in the list have the ei pattern as in the word receive, WRITE them underneath receive. Word List: friend, deceive, field, medieval, ceiling receipt, perceive relieve receive	relieve receive friend deceive field ceiling medieval receipt perceive
7. REFER TO PANEL 1 LOOK AT column B. Each of these words (has/does not have) a c before the ei combination. CIRCLE the part of the rule which applies to the words in column B. i before e, except after c	has except after c
8. Apply the rule you have learned and COMPLETE these words: rel____ve rec____ve	relieve receive

9. MATCH the words below with the part of the rule which applies to them. Do this by writing ie or ei on the line next to each word according to the following key: i before e = ie except after c = cei The first one is done for you. 1. believe ie	
2. ceiling _____	2. cei
3. field _____	3. ie
4. friend _____	4. ie
5. mischievous _____	5. ie
6. perceive _____	6. cei
7. pie _____	7. ie
10. According to the rule, e comes before i after which letter? ____________	after c
11. FILL IN the missing letters to make the rule for the spelling pattern of i and e: _____ before _____ except after _____	i before e except after c

12. Using the rule you just learned, FILL IN the missing letter(s) in the words below. 1. bel____ve 2. conc______ve 3. fr___nd 4. med____val 5. misch____vous 6. perc____ve	believe conceive friend medieval mischievous perceive
13. SELECT the misspelled words and WRITE them correctly in the blank provided. If a word is correctly spelled PLACE an x in the blank. 1. believe ______________ 2. ceiling ______________ 3. cheif ______________ 4. friend ______________ 5. greif ______________	1. x 2. x 3. chief 4. x 5. grief
14. CHECK the misspelled word in the list. If all are correct CHECK "none misspelled." ☐ conceive ☐ friend ☐ grievance ☐ reciept ☐ none misspelled	reciept (should be receipt)

PANEL 2

"EXCEPTIONS"

forfeit

seize

weird

height

efficient

15. PREVIEW FRAME You have just learned a rule that will help you remember when i comes before e, and when e should come before i. This rule will apply to most words that have these two vowels together. However, this rule, like all rules, has a number of exceptions. In other words, there are several words that do not follow the rule. The next few frames will acquaint you with some of these exceptions to the rule. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME
16. REFER TO PANEL 2. (Page 7) The words in the panel are all spelled correctly. LOOK AT the first four words. These words all have an: ei combination ie combination Are these words spelled the way you would expect them to be spelled, according to the rule you just learned? ☐ yes ☐ no LOOK AT the last word on the list. This word has an: ei combination ie combination Is this word spelled as you would expect, according to the rule? ☐ yes ☐ no	ei combination no ie combination no

17. REFER TO PANEL 2 The best way to learn how to spell the words listed on Panel 2 is to: ☐ memorize how to spell them ☐ use the rhyme to help spell them	memorize . . .
18. REFER TO PANEL 2 UNDERLINE the word in each sentence that is an exception to the ie - ei rule and and COPY the word correctly on the blank provided.	
People believed that she was a witch because of her weird behavior ________________	weird
An efficient secretary would always ask for a receipt. ________________	efficient
Seize your shields and join the troops! ________________	seize
I have a grievance about the height of the chairs. ________________	grievance
My friend forfeited the championship because she missed the game. ________________	forfeited

19.	
The words listed below do not follow the rule which says, "i before e except after c" COMPLETE the words below by WRITING the missing letters.	
s____ze	seize
w____rd	weird
effic____nt	efficient
h____ght	height
forf____t	forfeit
20.	
MATCH the statement which best fits the i and e spelling pattern.	
i before e = ie	
except after c = cei	
the rule does not apply = no rule	
1. efficient ____________	no rule
2. friend ____________	ie
3. forfeit ____________	no rule
4. height ____________	no rule
5. mischievous ____________	ie
6. perceive ____________	cei
7. receive ____________	cei
8. relieve ____________	ie
9. seize ____________	no rule
10. weird ____________	no rule

21. In the word height the ei combination is not the only spelling problem. Some people also misspell the ending as well. The final letter of the word height is the letter ________	t
22. CIRCLE the correct spelling of this word: heighth height	[✓ height]
23. FILL IN the missing letter(s): h__gh____	height
24. For each of the words below, CHECK the column labeled correct if the word is spelled correctly. If the word is misspelled check the column labeled incorrect.	

	Correct	Incorrect	Correct	Incorrect
1. reciept	☐	☐		☒
2. believe	☐	☐	☒	
3. friend	☐	☐	☒	
4. wierd	☐	☐		☒
5. deceive	☐	☐	☒	
6. heighth	☐	☐		☒
7. mischievous	☐	☐	☒	

25. In each of the following frames CHECK the word in the list below which is misspelled. If all are correct, CHECK "none misspelled." ☐ friend ☐ greivance ☐ height ☐ receipt ☐ none misspelled	greivance (should be grievance)
26. ☐ medieval ☐ perceive ☐ seize ☐ weird ☐ none misspelled	none misspelled
27. ☐ believe ☐ conceive ☐ forfieture ☐ medieval ☐ none misspelled	forfieture (should be forfeiture)
28. ☐ deceive ☐ efficeint ☐ friend ☐ perceive ☐ none misspelled	efficeint (should be efficient) Time completed ________________

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

FRIEND	one who is attached to another by tender feelings I need all the friends I can get.
BELIEVE	think, suppose; have a strong religious feeling Do you believe that there are living beings on other planets?
GRIEVANCE	something that causes suffering or distress; a complaint; an injustice The workers discussed their grievance with their employer who agreed to give them more vacation time.
MEDIEVAL	relating to the period in history, from about 500 A.D. to 1500 A.D., referred to as the Middle Ages Most of the farmers in medieval times did not own their own farms, but tilled the land of wealthy nobles.
MISCHIEVOUS	harmful; able or tending to cause annoyance, trouble, etc. Young children are often mischievous without meaning to cause trouble.
DECEIVE	to cause someone to believe something that is not true; to mislead He purposely deceived his parents, because he knew they would be displeased if they knew the truth.
CONCEIVE	think; imagine He conceived of a brilliant plan but still had to work out the details.
RECEIPT	a written notice stating that goods have been received He kept his receipt, in case he decided to return the suit.

PERCEIVE	to become aware of something through the use of one's senses; to see, or observe It was so dark that he couldn't quite perceive the details of the man's face, even though he was only a few feet away.
FORFEIT	a penalty; to lose something, or lose a right to something The referee told the player to forfeit his next turn, because he had made an error.
SEIZE	to take possession of; capture; arrest; clutch or grasp He seized my arm so roughly that I screamed in pain.
WEIRD	strange; magical; mysterious; odd; fantastic We thought it was very weird that he should suddenly decide to leave the country.
HEIGHT	the highest part; the distance from the bottom to the top of something He had reached the height of success, but still had not found happiness.
EFFICIENT	effective; producing the desired results without waste In order to increase the profits of the business, he had to make sure all work was being done in an efficient manner.

MASTERY TEST

Time started ________________

NOTE NOTE NOTE NOTE NOTE

Skip one(1) page to find page 16.

CHECK the appropriate box to indicate whether each word is spelled correctly, or whether it is misspelled.

	Spelled Correctly	Misspelled
1. mischievous	☐	☐
2. percieve	☐	☐
3. forfiet	☐	☐
4. medieval	☐	☐
5. grievance	☐	☐
6. concieve	☐	☐
7. weird	☐	☐
8. heighth	☐	☐
9. friend	☐	☐
10. deceive	☐	☐
11. efficient	☐	☐
12. believe	☐	☐
13. wierd	☐	☐
14. seize	☐	☐

Time completed ________________

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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ADVANCED
GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

USING NEGATIVES CORRECTLY
LEVEL: III
UNIT: 4
LESSON: 6

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

1.

The words below are Negative words.

not

none

never

scarcely

hardly

no

Sometimes letters are added to words that make them negatives, for example,

no - (such as in the words nobody or nothing)

n't - (such as in didn't or wouldn't; n't is short for not)

You will have to MEMORIZE these negatives.

CIRCLE all the negatives in the sentences below.

I'm not going anywhere.	not
He has no food.	no
You shouldn't do that.	n't
We scarcely know each other.	scarcely
John has nowhere to go.	no
There are hardly any fish in the pond.	hardly
None of them had a good time.	none
She has never told a lie.	never

2.

CIRCLE the negative in each pair of words below.

ever	never	[✓ never]
hard	hardly	[✓ hardly]
scarce	scarcely	[✓ scarcely]
no	now	[✓ no]
knot	not	[✓ not]
would	wouldn't	[✓ wouldn't]
nobody	anybody	[✓ nobody]
anywhere	nowhere	[✓ nowhere]
should	shouldn't	[✓ shouldn't]

3.	
READ the sentences below. The negatives are underlined.	
CORRECT: 1. Paul isn't going anywhere.	
CORRECT: 2. Paul is going nowhere.	
INCORRECT: 3. Paul isn't going nowhere.	
How many negatives does sentence 1 contain? _____	1
How many negatives does sentence 2 contain? _____	1
How many negatives does sentence 3 contain? _____	2
From the information above, you can infer that a sentence is incorrect if it contains:	
☐ 1 negative ☐ 2 negatives ☐ 3 no negatives	2 negatives
4.	
A sentence that has two negatives is incorrect.	
CIRCLE all the negatives in the sentences below. Then, CHECK any sentences that are incorrect because they contain two negatives.	
☐ Chuck didn't have hardly any problems.	☑ n't hardly
☐ Don't throw away the rest of the salad.	☐ n't
☐ Nobody wants the stray dog.	☐ no
☐ Two wrongs don't never make a right.	☑ n't never
☐ Why is it that I can't never find my glasses?	☑ n't never

5.	
Which of the following kind(s) of sentences could be correct?	
☐ a sentence without any negatives	a sentence without . . .
☐ a sentence with only one negative	a sentence with only. . .
☐ a sentence with two negatives	
6.	
In each sentence below, the negatives are underlined. CHECK the sentences that are correct.	
☐ He wouldn't never know.	
☐ He couldn't scarcely believe what he heard.	
☐ I can hardly do this alone.	I can hardly . . .
☐ The trouble was that nobody hardly tried.	
☐ He cannot tell a lie.	He cannot tell . . .
☐ I am not never going to do that again.	
7.	
CIRCLE all the negatives in the sentences below. (Some sentences are correct and some are incorrect.)	
Frank wouldn't never go near the water.	n't never
I couldn't hardly get anything done.	n't hardly
You can scarcely believe it.	scarcely
The trouble was that nobody hardly tried.	no hardly
You cannot go home again.	not

8.	
READ this question, but DO NOT MARK an answer:	
CHECK the phrase that belongs in the sentence below.	
There ________________ no train in sight.	
☐ was ☐ wasn't	was
If you choose was, the sentence will have:	
☐ one negative ☐ two negatives	one negative
If you choose wasn't, the sentence will have:	
☐ one negative ☐ two negatives	two negatives
The correct answer to the question is:	
☐ was ☐ wasn't	was

9. COMPLETE each sentence by checking the phrase that should be in the blank space.	
Jason ________________ never admit that he stole the cookies. ☐ would ☐ wouldn't	would
She ________________ hardly have spent much time preparing the lesson. ☐ could ☐ couldn't	could
I ________________ believe it. ☐ can scarcely ☐ can't scarcely	can scarcely
She said that ________________ to fix the leak in the faucet. ☐ nobody hardly tried ☐ nobody tried	nobody tried
10. CHECK the sentences that are correct.	
☐ George doesn't have no musical talent.	
☐ They do not need these tools.	They do not need . . .
☐ We don't need no bread today.	
☐ Why don't you never come here any more?	
☐ Why don't you ever come here any more?	Why don't you ever . . .
	Time completed ________________

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

WORD	DEFINITION
WHAT IS A NEGATIVE?	Some negatives are words and some are parts of words: Negative Words: not none never no hardly scarcely Negatives that are word parts: no- no in nobody or nowhere -n't as in didn't or shouldn't
HOW TO USE NEGATIVES CORRECTLY	Examples: Correct: There are hardly any fish here. Incorrect: There are hardly no fish here. Any sentence that uses two negatives together is incorrect.

MASTERY TEST

Time started ______________

COMPLETE each sentence by CHECKING the phrase that should be in the blank space.

1. I heard that they ________________ see the screen.

   a. ☐ could hardly

   b. ☐ couldn't hardly

2. I really don't want ________________ trouble.

   a. ☐ any

   b. ☐ no

3. Charlie is ________________ going there any more.

   a. ☐ never

   b. ☐ not never

4. Charlie ________________ more salad.

   a. ☐ doesn't want any

   b. ☐ doesn't want no

5. They ________________ him, even though he lived next door.

   a. ☐ didn't hardly know

   b. ☐ hardly knew

CHECK any of the following sentences that are correct:

6. ☐ There were scarcely any weeds in the tomato patch.

7. ☐ Nobody would never know he was gone.

8. ☐ There wasn't any way to get home.

9. ☐ I don't hardly have problems.

10. ☐ We have no bananas today.

Time completed ______________

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

USING PREPOSITIONS AND PREPOSITIONAL PHRASES
LEVEL: III
UNIT: 4
LESSON: 7

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

137

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

138

1. In this lesson you will learn about a part of speech called a preposition, and about how to use prepositions correctly. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME
2. In the following sentences, some phrases are underlined. 1. John went to the movies. 2. Jean left after dinner. In sentence 1, the phrase tells you where John went. In sentence 2, the phrase tells you: ☐ when Jean left ☐ where Jean went	when Jean left

PANEL 1

COMMON PREPOSITIONS

ABOUT
ABOVE
ACROSS
AFTER
AGAINST
AMONG
AT
BEFORE
BEHIND
BESIDE
BETWEEN
EXCEPT
FOR
FROM
IN
INTO
INSIDE
NEAR
OF
OFF
ON
ONTO
OVER
THAN
TO
UNDER
UNTIL
UP
WITH
WITHOUT

3.	
Phrases such as in the house, at the circus, and before breakfast are called prepositional phrases. Prepositional phrases always begin with words such as for, in, on and to, which are prepositions.	
In the sentences below, the prepositions are underlined. CIRCLE the prepositional phrases.	
A lot of people came to the party.	to the party
Ray went with Jean.	with Jean
After the party, we went out for coffee.	for coffee
The horse leaped over the fence.	over the fence
He worked until the store closed.	until the store closed
Put the pencil on the desk.	on the desk.

4.	
Panel 1 shows a list of common prepositions. Try to remember this list. REFER TO PANEL 1, then answer the question below.	
CHECK every prepositional phrase:	
☐ out the window	out the window
☐ cannot do	
☐ before dawn	before dawn
☐ onto the diving board	onto the diving board
☐ in Cleveland	in Cleveland
☐ inside the house	inside the house
☐ the good food	
☐ have never gone	

5. Prepositional phrases: ☐ sometimes begin with prepositions ☐ always begin with prepositions ☐ sometimes begin with nouns or verbs ☐ always begin with adverbs or adjectives	always begin with prepositions
6. READ these sentences. (The prepositions are underlined.) 1. He stood in the river. 2. He stood by the river. You can see that a preposition: ☐ is important in determining the meaning of a sentence ☐ cannot change or effect the meaning of a sentence	is important in determining . . .
7. REFER TO YOUR PANEL 1. READ this sentence: He jumped out from behind the door. This sentence shows you that prepositional phrases: ☐ always begin with one preposition ☐ can begin with more than one preposition	can begin with more than one . . .

8.

The prepositions you use in a sentence have to be exact, so that the sentence will say exactly what you want to say. For this reason, it is important to use the correct preposition.

CORRECT: in the water
INCORRECT: in the table

You can see that the second phrase above is incorrect because it does not make sense. (Something can be in water, but nothing can be in a table.)

CHECK any phrase below that is incorrect:

☐ from the hill
☐ up the hill
☐ near the hill
☐ between the hill
☐ behind the hill
☐ beside the hill
☐ across the hill
☐ among the hill

between the hill

among the hill

9.

It is not always possible to recognize an incorrect preposition just by asking yourself if it makes sense in the sentence. Some prepositions make sense, but they are still incorrect.

In the next few frames you will learn about common mistakes that are made with prepositions, and how to avoid these mistakes.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

10.

In, Into - On, Onto

People often confuse In with Into, and On with Onto.

You will use these prepositions correctly if you can remember this rule:

> In and On are used after verbs that show no change in position (such as is, are, stay).
>
> Into and Onto are used after verbs that show action or change in position, such as go, come, run, and walk.

For example:

> He climbed into the truck is correct. (He changed position.)
>
> Marcia was in the house is correct. (She did not change position.)

FILL IN THE BLANKS below with the correct preposition (in, into, on or onto.)

We all remained ________________ the car.	in
John stepped ________________ the car.	into
The apples lay ________________ the table.	on
Greg climbed ________________ the roof of the moving truck.	onto
She threw the penny ________________ the wishing well.	into
Can you condense the whole story ________________ a few words ?	into

11. Which prepositions should you use after verbs that show action or change in position? ☐ in ☐ into ☐ on ☐ onto Which prepositions should you use after verbs that show no change in position? ☐ in ☐ into ☐ on ☐ onto	into onto in on
12. CHECK the sentences that are CORRECT: ☐ The scouts crawled into the tent ☐ Run in the house! ☐ The typewriter is on the desk. ☐ She walked in my arms.	The scouts crawled into the tent. The typewriter is on the desk.

13.

The prepositions between and among are often confused.

Just remember:

Between is used when two people or things are involved.

For example, Tom stood between Joe and Harry.

Among is used when more than two people or things are involved.

For example, I can't choose among the four jobs I was offered.

FILL IN THE BLANKS with either between or among:

I was ______________ three of my best friends.	among
The small car was ______________ two large trucks.	between
Since Joe and Harry don't get along very well, you had better sit ______________ them.	between
I knew I was ______________ a lot of good hunters.	among

14.	
Remember this rule: Between for two Among for more than two	
FILL IN THE BLANKS with either between or among:	
He walked ________________ his two sisters.	between
________________ the six of them, they couldn't agree.	Among
This is just one flower ________________ many.	among
CHECK the appropriate box:	
When two people or things are involved, use the preposition: ☐ between ☐ among	between
When more than two people or things are involved, use the preposition: ☐ between ☐ among	among

15.

The prepositions at and by seem to be misused often.

When you use these prepositions, remember that:

At tells you the location or place of something.

By usually means near or past.

For example:

Margie is at the grocery store.

She is at home now.

I walked by the house. (by means past.)

The chair is by the table. (by means near.)

FILL IN THE BLANKS with at or by.

He walked ______________ the piano.	by
The car stopped ______________ the gate.	at
The movie was showing ______________ the the theatre.	at
The television set was placed ______________ the spot from which we could best watch it.	at

16.

FILL IN THE BLANKS with by or at.

The preposition ______________ means near or past.	by
The preposition ______________ tells you the location or place of a person or thing.	at

17.	
FILL IN THE BLANKS with by or at.	
The car stopped ________ the red light.	at
The wedding took place ________ the bride's house.	at
We went ________ his house without stopping.	by
18.	
Beside and Besides look almost alike, but they have very different meanings.	
Beside means by the side of or next to.	
For example: He stayed beside her.	
Besides means in addition to.	
For example: Besides cleaning the house, I washed the clothes.	
FILL IN THE BLANKS with either beside or besides:	
Put the package down ________ the mail box.	beside
He read four books this week, ________ the two he read last week.	besides
Martha needs to think of someone ________ herself.	besides
You will find the needle ________ the clock.	beside

19.	
FILL IN THE BLANKS with the correct preposition:	
The preposition ________________ means in addition to.	besides
The preposition ________________ means next to or at the side of.	beside
20.	
FILL IN THE BLANKS with either beside or besides:	
May I put the lamp ________________ the window ?	beside
What do you have to eat ________________ hamburgers ?	besides
I would like to sit ________________ you.	beside

21.

Here is the correct way to use the prepositions from and than:

> From indicates a starting point in a sentence that says something about movement; it is also used after differ, different, and differently.

Here are two correct examples of the use of from:

> He came to the party from the office.
>
> This rose is different from that one.

> Than means in relation to and is NEVER used after differ, different, and differently.

For example:

> He is stronger than I am.

FILL IN THE BLANKS with either from or than:

They traveled ________ Paris to Rome.	from
Janet is very different ________ Jean.	from
He has no more power ________ I.	than
The two jobs weren't very different ________ each other, although one paid more.	from

22.

FILL IN THE BLANKS with from or than:

Jane is taller ________ Jim.	than
This movie is different ________ the one we saw last night.	from

23.

People often misuse prepositions by using too many of them. For example, READ this sentence:

The dog will follow on after him.

Both prepositions are unnecessary, so that the sentence should simply be:

The dog will follow him.

READ this sentence:

The broom is inside of the closet.

Here, of is not necessary.

When a sentence contains unnecessary prepositions, it is incorrect. In the sentences below, CROSS OUT the prepositions that are not necessary.

John is standing outside of my door.	~~of~~
She will leave at about one o'clock.	~~at~~, or ~~about~~

24.	
Although people sometimes use too many prepositions, remember that it may be necessary to use more than one preposition in a sentence.	
READ this sentence:	
Jeff strolled out of the room.	
How many prepositions does it contain? _____	2
Does this sentence contain any unnecessary prepositions? ☐ yes ☐ no	no
CROSS OUT any unnecessary prepositions in the sentences below. (But be sure they are really unnecessary!)	
Are you sure the doorway is three feet in length?	
Tarzan leaped out from in behind the tree.	~~out~~, ~~in~~
I came in from the cold.	

25.	
CHECK every sentence in which the underlined words or phrases are incorrect:	
☐ The soldier climbed on the roof from the ladder.	The soldier climbed on . . .
☐ Jeff stood between the two other boys.	
☐ He walked out onto the high platform.	
☐ John dived into the pool.	
☐ Come out from behind the barn.	
☐ The family planned to settle at Texas.	The family planned . . .
☐ We came at the gate and the taxi stopped.	We came at the gate . . .

26.	
READ the sentences below.	
DECIDE whether or not the underlined portion is correct. If it is correct, CHECK the first choice below. If you think it is not correct, CHECK the correct phrase.	
The divers climbed clear into the sunken ship.	
☐ clear into ☐ clear inside of ☐ inside of ☐ inside ☐ clear inside	inside
He jammed all his clothes in a suitcase.	
☐ in ☐ into ☐ on in	into
Jim came out from in behind the barn.	
☐ out from in behind ☐ out from behind ☐ from behind ☐ out from	from behind
The opera was staged at a small theatre.	
☐ at ☐ on ☐ by ☐ in	in
He stood among all the other members of the team.	
☐ among ☐ between ☐ alongside of	among
	Time completed ______________

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

COMMON PREPOSITIONS

about
above
across
after
against
among
at
before
behind
beside
between
except
for
from
in
into
inside
near
of
off
on
onto
over
than
to
under
until
up
with
without

USING THE CORRECT PREPOSITION IN A SENTENCE:

The prepositions you use in a sentence have to be the right ones so that the sentence will say what you want it to say.

Sometimes you can recognize an incorrect preposition since it doesn't make sense in the sentence (as in the wrong example below.)

Examples:

CORRECT: The bird was standing on the rock.
INCORRECT: The bird was standing in the rock.

Special Prepositions

Sometimes a sentence makes sense even when an incorrect preposition has been used.

Therefore, you will have to learn some special prepositions that are often misused.

In-Into
On-Onto

Examples:

CORRECT: He jumped into the truck.
INCORRECT: He jumped in the truck.

CORRECT: The vase was on the desk.
INCORRECT: The vase was onto the desk.

In and On are used after verbs that show no change in position (such as is, are, and stay.)

Into and Onto are used after verbs that show action or change in position (such as go, come, and run)

Between-Among

Between is used when two people or things are involved.

Among is used when more than two people or things are involved.

Examples:

CORRECT: Joe walked between Joe and Jim.
INCORRECT: Joe walked among Joe and Jim.

CORRECT: He was among three of his friends.
INCORRECT: He was between three of his friends.

At-By

At tells you the location or place of something.

By usually means near or past.

Examples:

CORRECT: She is at the park.
INCORRECT: She is by the park.

CORRECT: He stood by the house.
CORRECT: He walked by the house.
INCORRECT: He walked at the house.

Beside-Besides

Beside means by the side of or next to.

Besides means in addition to.

Examples:

CORRECT: Besides doing the dishes, I washed the floor.

CORRECT: He stood beside her.

From-Than

From indicates a starting point in a sentence that says something about movement. It is also used after differ, different, and differently.

Than means in relation to, and is NEVER used after differ, different, and differently.

Examples:

CORRECT:	This book is different from that one.
INCORRECT:	This book is different than that one.
CORRECT:	I am taller than Jim.
CORRECT:	I am here from home.

USING THE CORRECT NUMBER OF PREPOSITIONS

It is often necessary to use more than one preposition (as in the correct example below.)

However, you must be careful not to put unnecessary prepositions into sentences (as in the wrong example below, where out is not needed.)

Examples:

CORRECT:	Jim ran out of the field.
INCORRECT:	He jumped out from behind the tree.

MASTERY TEST

Time started ________________

CHECK every sentence below in which the underlined words or phrases are incorrect.

1. ☐ He climbed on the ladder from the ground.

2. ☐ Jack jumped onto the desk from the floor.

3. ☐ We came at town this morning.

4. ☐ There was an argument between John and Mary.

5. ☐ The Smith family decided to settle in Ohio.

READ each sentence below. If the underlined part of the sentence is correct, CHECK choice a. If you think it is not correct, CHECK the correct choice.

6. He came out from behind the rock.

   a. ☐ out from behind
   b. ☐ from behind
   c. ☐ out from
   d. ☐ out from in behind

7. The burglars managed to get clear inside of the store before they were noticed.

   a. ☐ clear inside of
   b. ☐ inside of
   c. ☐ inside

8. It is possible to summarize this entire lesson into one paragraph.

   a. ☐ into
   b. ☐ inside
   c. ☐ in

NOTE: Skip one(1) page and continue with question 9.

9. Tom's desk was beside Jack's and Marty's.

   a. ☐ beside

   b. ☐ besides

10. He walked at the piano.

    a. ☐ at

    b. ☐ by

Time completed ________________

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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ADVANCED
GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

SPELLING - ANCE AND ENCE WORDS
LEVEL: III
UNIT: 4
LESSON: 8

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

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U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

1.

INTRODUCTION FRAME

The following is a list of words which you will learn to spell in this lesson. The words have been used in sentences to help you understand what they mean. If these sentences do not clearly relate the meanings of these words to you, refer to the word list at the end of this lesson.

1. absence:	His absence from our club meeting counted against him.
2. attendance :	She took attendance at the beginning of each class to see who was present.
3. concordance:	Our loud and lasting applause displayed our concordance that the show was great!
4. existence:	The existence of life on another planet is a chief concern to scientists today.
5. ignorance:	My ignorance led to failure.
6. maintenance:	The maintenance of the city gardens is important to the beauty.
7. preference:	I have a preference for convertibles over hard tops in cars.
8. reluctance:	Dad's frown showed his reluctance to let me use the car.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

2.

Below are definitions of the underlined words in the sentences in Frame 1. WRITE each of the underlined words on the line next to the phrase which most closely matches it. Be careful to spell the words correctly.

1. unwillingness	________________	reluctance
2. lack of knowledge	________________	ignorance
3. united agreement	________________	concordance
4. a count	________________	attendance
5. the care; the upkeep	________________	maintenance
6. presence	________________	existence
7. stronger liking	________________	preference
8. not being present	________________	absence

3.

PREVIEW FRAME

There are many English words which have endings that sound alike but which are not spelled alike. Unfortunately, there are no rules to help you remember how to spell certain letter combinations at the end of many words. This lesson will give you practice so that you can memorize the correct spelling of words ending in ance and ence.

Here are two examples of words with these endings.

UNDERLINE the endings ance and ence in these words:

ignorance	ignorance
absence	absence

4. READ this sentence: There was concordance that the freshman dance had the best attendance. UNDERLINE the word dance in : concordance attendance	concordance attendance
5. FILL IN the blanks with the missing letters: There was concor_________ that the freshman dance had the best atten_____.	concordance attendance
6. WRITE the number of the correct spelling of the words below: 1. attendence 2. attendance 3. attendense 4. attendanse 1. concordance 2. concordence 3. concordense 4. concordanse	2 1

7. LOOK AT the word maintenance . READ this sentence. It cost ten dollars for Vance to pay for the maintenance of his car. UNDERLINE the word ten in this word: maintenance UNDERLINE the letters which are alike in these words: Vance maintenance	maintenance Vance maintenance
8. It cost ten dollars for Vance to pay for the maintenance of his car. FILL IN the blank with the missing letters maint__n__nce	maintenance
9. FILL IN the blank with the missing letters: It cost ten dollars for Vance to pay for the maint__n__n___ of his car.	maintenance
10. WRITE the number of the correct spelling of the word below: 1. maintanence 2. maintanance 3. maintenance 4. maintenence	3

11. LOOK AT this word. ignorant and ignorance UNDERLINE the word ran in the word. ignorance	ignorance
12. READ this sentence. The man ran away from ignorance FILL IN the missing letters: igno___ce.	ignorance
13. FILL IN the missing letters: The man ran away from igno______ce.	ignorance
14. WRITE the number of the correct spelling of this word: 1. ignorence 2. ignorance 3. ignoranse 4. ignorense	2

15. UNDERLINE the endings which these words have in common: maintenance ignorance concordance	maintenance ignorance concordance
16. LOOK AT this word: reluctance UNDERLINE the word tan in this word: reluctance	reluctance
17. READ this sentence: Remember the tan in reluctance. FILL IN the blank with the missing letters: reluc_____ce	reluctance
18. FILL IN the blank with the missing letters. Remember the tan in reluc_____ce	reluctance
19. WRITE the number of the correct spelling of this word: 1. reluctance 2. reluctence	1

20. WRITE the number of the correctly spelled word in each pair below:	
1. ignorance 2. ignorence	1
1. concordance 2. concordence	1
1. maintenence 2. maintenance	2
1. reluctence 2. reluctance	2
21. LOOK AT the word: absent	
UNDERLINE the word sent in this word: absent	absent
Now LOOK AT this word: absence	
UNDERLINE the letters of these two words which are alike: absent absence	absent absence
Many people misspell absence because it is easy to forget which comes first, s or c. You avoid making this mistake by remembering that the first part of absence is spelled the same way as the first part of absent.	
This will help you remember that in "absence", s comes first c comes first	s comes first

22. READ this sentence: He was absent and sent a note to explain his absence. FILL IN the blank with the missing letters: ab__en__e	absence
23. FILL IN the blank with the missing letters: He was absent and sent a note to explain his ab__en__e.	absence
24. WRITE the number of the correct spelling of each of these words: 1. absent 2. absant 3. abcent 4. abcant 1. absanse 2. absense 3. absence 4. absance	1 3

25. LOOK AT the words: Preference and existence These words are formed by adding the ending ence to the root: prefer + ence exist + ence UNDERLINE the ending of: preference existence	preference existence
READ: I prefer an e in preference and my existence depends on an e. FILL IN the blanks with the missing letters: prefer_nce exist_nce	preference existence
26. ADD endings to these words: prefer + ence = ________________ exist + ence = ________________	preference existence
27. WRITE the number of the correct spelling of these words: 1. preference 2. preferance	1
1. existence 2. existance	1

28. In the following frames CHECK the word that is misspelled. If all are correct, CHECK "none misspelled." ☐ absense ☐ apparently ☐ ignorance ☐ reluctance ☐ none misspelled	absense (should be absence)
29. ☐ existence ☐ maintanance ☐ preference ☐ reluctance ☐ none misspelled	maintanance (should be maintenance)
30. ☐ apparently ☐ existence ☐ ignorence ☐ reluctance ☐ none misspelled	ignorence (should be ignorance) Time completed ______________

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

CONCORDANCE	a state of agreement; harmony We were all in concordance with his idea to support Paxton for President.
ATTENDANCE	the people, or number of people present There was a record attendance at the World Series game.
MAINTENANCE	the upkeep of property or equipment; the act of keeping something from failure, as the maintenance of one's health; the carrying on of something, as the maintenance of peace; support or provision for, as the maintenance of a family
IGNORANCE	lack of learning, education or knowledge; unawareness His ignorance of proper manners was embarrassing to those around him.
RELUCTANCE	feeling or showing opposition or distaste His reluctance to go was obvious, so his parents allowed him to stay at home.
ABSENCE	not being present; want or lack of something After a long period of suffering, the patient finally reported a complete absence of pain.
PREFERENCE	the act of choosing one over others My preference is for western movies, rather than comedies.
EXISTENCE	reality, as opposed to appearance; life The existence of flying saucers has not been proven.

MASTERY TEST

Time started ________________

For each of the following words, CHECK the appropriate column to indicate whether the word is spelled correctly or whether it is misspelled.

	Spelled Correctly	Misspelled
1. absence	☐	☐
2. attendence	☐	☐
3. concordance	☐	☐
4. existance	☐	☐
5. ignorance	☐	☐
6. maintenence	☐	☐
7. preference	☐	☐
8. reluctance	☐	☐

Time completed ______________

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

SUBJECT AND OBJECT PRONOUNS
LEVEL: III
UNIT: 4
LESSON: 9

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1. LOOK AT these two sentences. John hits Bill. He hits him. Words that are persons' names or the names of things are nouns. Words that replace nouns are pronouns. Which words in the above sentences are pronouns ? ______________	He, him
2. In the list below WRITE N next to nouns and P next to pronouns.	
_____ Bill	N
_____ him	P
_____ father	N
_____ he	P
_____ fireplug	N
_____ she	P
_____ they	P
_____ them	P
_____ girl	N

3.	
READ these sentences and WRITE the subject of each sentence in the blank beside it. REMEMBER that some sentences have understood subjects.	
He hit him. ____	He
He hit. ____	He
Hit him ! ____	You
4.	
LOOK AT this sentence:	
He loves.	
The sentence, He loves. doesn't tell us very much.	
We do not know who or what he loves.	
Does he love her?	
Does he love chicken?	
Does he love baseball?	
We can't tell without more information.	
NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME

5.

The sentence, He loves her, gives us more information.

We know who the subject is: He

We also know who or what he loves. He loves her.

Her is the object of the sentence because it shows what he loves. It tells us more.

UNDERLINE the object of this sentence.

Bill and John watch the movie.

DRAW a circle around the subject.

Bill and John movie

6.

You can find the object of a sentence by asking what the subject is doing. For example:

> The United Nations gives aid to many small countries.

The subject of this sentence is the United Nations. The object of this sentence is aid. You know this when you ask the question, what does the United Nations give?

READ the following sentences. After each sentence is a question. FILL IN the blank after each question.

Welfare laws provide assistance to needy people. What do welfare laws provide? (What is the object?) ______	assistance
A United States citizen has freedom of speech. What does a United States citizen have? (What is the object?) ______	freedom of speech
The crowds in the cities have driven them away. What have the crowds in the cities driven away? (What is the object?) ______	them
Give him the keys to the car. What should you give him? (What is the object?) ______	keys
Cuba grows sugar cane for export. What does Cuba grow? (What is the object?) ______	sugar cane
He hit it clear over the fence. What did he hit? (What is the object?) ______	it

7.	
Sometimes there is more than one object in a sentence.	
All nouns and pronouns that are not subjects are objects.	
READ this sentence:	
I pay income tax.	
What is the subject? (who pays?) ________________	I
What is the object? (what does the subject pay?) ________________	income tax
Switzerland is the subject of both sentences below. All the other nouns and pronouns in these sentences are objects. CIRCLE all the objects:	
A. Switzerland pays a tariff on watches.	tariff, watches
B. Switzerland pays a tax on them.	tax, them
8.	
REMEMBER that a sentence can have two subjects, for example:	
Mary and Sue sent out invitations.	
What are the subjects of the above sentence? ________________	Mary and Sue
What is the object of the above sentence? ________________	invitations

9.	
CIRCLE the objects in the sentences below:	
Good food and fresh air brought about her recovery.	her recovery
The Mayor and the Union finally signed the contract.	the contract
A truce was declared by the three warring powers.	the three warring powers

10.	
This is how to find an object in a sentence: 1. Find the subject or subjects. 2. Pick out the other nouns or pronouns in the sentence.	
The nouns and pronouns that are not subjects will be objects.	
UNDERLINE the objects in the sentences below.	
His father gave him the car and asked him to fix it.	him, the car, him, it
Mary showed Bill the map and located the house she had sold him on it.	Bill, the map, the house, him, it
Peter and Paul agreed to take a train to the East Coast and then to book passage on a ship crossing the Atlantic.	a train, the East Coast, passage, a ship, the Atlantic
He asked us to treat it with care for it was the only coin of its kind.	us, it, care, it, coin, kind
She begged them to leave her alone and go bother their father.	them, her, father

11.

When we use pronouns as subjects and objects, they have different forms.

STUDY the list below.

Subjects	Objects
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

Below is a series of sentences. The sentences are in pairs. One sentence has nouns as subjects and objects. The sentence underneath it has blanks. FILL IN the blanks with the correct pronoun. The first one is done for you.

The random movement of molecules is called heat energy.

___It___ is called heat energy.

She lent her skates to Mary's brother.

She lent her skates to ______________.

him

The Bill of Rights guarantees the right to life, liberty and the pursuit of happiness.

The Bill of Rights guarantees the right to ______________.

them

My friends and I formed a club.

______________ formed a club.

We

12. LOOK AT these sentences: I love you. You love me. When the subject pronoun I becomes an object, it changes to the object pronoun ME. What happens to the pronoun YOU when it moves from subject to object? ________________	It doesn't change (or equivalent response)
13. The pronouns you and it do not change from subject to object. UNDERLINE the sentence below that uses it as an object. You give it to me. It gives me a pain.	You give it to me.

14.

COMPLETE the table below:

Subjects	Objects	
I	me	
you	______	you
he	him	
she	her	
it	______	it
we	us	
you	______	you
they	them	

MAKE your own complete list of subject and object pronouns here:

Subjects	Objects
______	______
______	______
______	______
______	______
______	______
______	______
______	______
______	______

15.

Subjects	Objects
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

The sentences below are in pairs. One sentence has nouns as subjects and objects. The sentence underneath it has blanks. **FILL IN the blanks with the** correct pronouns.

Mary told Jean to put the keys back in her purse, after locking the doors.

__________ told __________ to put __________ back in her purse, after locking __________.

She, her, them
them

The police asked Mrs. Brady and me to show the detective exactly where the thieves had found the hidden jewels, and Mrs. Brady began to cry.

__________ asked __________ to **show** __________ exactly where __________ had found __________, and __________ began to cry.

They, us, him
they, them
she

In order to build this house, Mr. Smith chopped the trees down mercilessly, and probably defaced the landscape forever.

In order to build __________, __________ chopped __________ down mercilessly, and probably defaced __________ forever.

it, he
them
it

Jim and I cried out to Tommy, "Tommy, let the baby have his toys."

__________ cried out to __________, "__________ let __________ have __________."

We, him, You,
him, them

16.

When a pronoun is used as the subject of the sentence it will always take the subject form.

Below are listed the subject pronouns. In the blanks, WRITE the matching object pronouns.

I	________	me
You	________	you
He	________	him
She	________	her
It	________	it
We	________	us
You	________	you
They	________	them

17.

As you know, sometimes the subject is not included in the sentence if the meaning is clear.

LOOK AT this sentence:

Go ahead and take Mary to the race.

The subject is you. You is an understood subject,

(You) go ahead and (you) take Mary to the race.

What kind of a word is Mary?

☐ noun
☐ pronoun
☐ verb

noun

18.	
Go ahead and take Mary to the race.	
In the above sentence, Mary is the:	
☐ subject ☐ object	object
If we replace the noun Mary with a pronoun, how should the sentence be written?	
☐ Take she to the race. ☐ Take her to the race.	Take her to the race.
19.	
LOOK AT this sentence:	
Give the radio to James.	
What is the subject?	
☐ (You) ☐ James ☐ radio	(You)
Is James an object? __________	yes
Is radio an object? __________	yes
Replace radio and James with pronouns.	
Give __________ to __________.	it, him

20.	
Sometimes there are understood verbs, for example:	
John is smarter than Bill.	
This sentence means:	
John is smarter than Bill is (smart)	
Bill is the:	
☐ subject of the word is ☐ object of the word is	subject of the word is
21.	
John is smarter than Bill.	
John is smarter than Bill (is).	
Bill is the subject of (is).	
FILL IN the blank below with the correct form of a pronoun to replace the word Bill.	
John is smarter than __________.	he (is)
22.	
LOOK AT this sentence:	
Speak more politely when James is here.	
Who is the subject? _______________	You
The word James is used as a(n):	
☐ subject ☐ object	subject
REPLACE the word James with the correct pronoun.	
Speak more politely when __________ is here.	he

23. LOOK AT this sentence: Give the truck to Dick. REPLACE the two nouns with pronouns. Give __________ to __________.	it, him
24. A. Give the coat to Jill. B. You are not as cold as Jill. Jill occurs in both the sentences above. In sentence A Jill is the: ☐ subject of the verb give ☐ object of the verb give In sentence B Jill is the: ☐ subject of the verb are ☐ object of the verb are ☐ subject of the understood verb is ☐ object of the understood verb is REPLACE the nouns in the sentences above with the correct pronouns. Give __________ to __________. You are not as cold as __________.	object of the verb give subject of the understood verb is it, her she

25.

In the blanks below, WRITE in the list of subject and object pronouns.

Subject	Object
________	________
________	________
________	________
________	________
________	________
________	________
________	________
________	________

I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

26.

In the following sentences REPLACE the word in parenthesis by the correct pronoun.

John's sister is younger than __________ (John).	he
Let __________ (Rover) out for a walk, Bob.	him
__________ (James) is chosen for __________ (the team).	He, it
Eat Peter's ice cream if __________ (Peter) doesn't want any.	he
Why do __________ (the Browns) eat __________ (snake oil)?	they, it
Don't show your hand to __________ (Peter and James).	them

Time completed ______________

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

DEFINITION OF A PRONOUN	Words that are persons' names or the names of things are nouns. Words that replace nouns are pronouns. Examples: John hits Bill. (Underlined words are nouns) He hits him. (Underlined words are pronouns)
SUBJECT AND OBJECT OF A SENTENCE	In the sentence, He loves., He is the SUBJECT. From this sentence we do not know what he loves. Does he love her? Does he love chicken? Does he love baseball? In the sentence, He loves her, her is the OBJECT of the sentence because it shows what he loves. This sentence tells us more than the first.
THE OBJECT OF A SENTENCE IS THE ANSWER TO A QUESTION	You can find the object of a sentence by asking what the subject is doing. Example: The United Nations gives aid to many small countries. The subject of this sentence is the United Nations. Ask yourself the question: What does the United Nations give? The answer is: aid. The object of the sentence is aid.
HOW TO FIND THE OBJECT OR OBJECTS IN A SENTENCE	A sentence can have more than one subject and more than one object. Example: Mary and Sue bought a book and a baseball. Mary and Sue are the subjects; book and baseball are objects. In order to find the object or objects of a sentence, 1. Find the subject or subjects 2. Pick out the other nouns or pronouns in the sentence. The nouns and pronouns that are not subjects will be objects. Example: His father and mother gave him the car and asked him to fix it. All the nouns and pronouns are underlined. Father and mother are the subjects. The other nouns and pronouns are all objects of the sentence.

SUBJECT PRONOUNS AND OBJECT PRONOUNS

When we use pronouns as subjects and objects, they have different forms. Here is the list of forms:

Subjects	Objects
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

Note that the pronouns you and it do not change from subject to object.

Examples: I love you. (You is the object)
You love me. (You is the subject)
You give it to me. (It is the object)
It gives me a pain. (It is the subject)

UNDERSTOOD SUBJECT

Sometimes the subject is not included in the sentence if the meaning is clear.

Example: Go ahead and take Mary to the race.

The understood subject is you.

(You) go ahead and (you) take Mary to the race.

UNDERSTOOD VERB

Sometimes the verb is not included in the sentence if the meaning is clear.

Example: John is smarter than Bill.

The understood verb is is.

John is smarter than Bill (is).

This sentence means, John is smarter than Bill (is smart).

SUBJECT OF AN UNDERSTOOD VERB	In the sentence, You are not as cold as Jill., the understood verb is is. You are not as cold as Jill (is). In this sentence Jill is the SUBJECT of the understood verb, is. When we replace the word Jill in this sentence with a pronoun, we must use the SUBJECT PRONOUN. Examples: You are not as cold as she. not, You are not as cold as her.
OWNERSHIP WORDS	An ownership word tells you to whom something belongs. It answers the question: "Whose is this ?" In the examples below the ownership words are underlined. Examples: Bill is using his car to drive to the beach. (answers the question: Whose car ?) The telephone is mine. (answers the question: Whose telephone?)
TWO KINDS OF OWNERSHIP WORDS	Ownership words can be either adjectives (description words) or pronouns (words that replace nouns). Examples: That is her hat. (Her is an adjective) That is hers. (Hers is a pronoun)
POSSESSIVE ADJECTIVES	Possessive adjectives, like all adjectives, describe or modify nouns or pronouns. Therefore, they are always used with another word. Examples: I saw his motorcycle. Norman wants to see my paintings.
POSSESSIVE PRONOUNS	Possessive pronouns are always used in place of a noun. They don't modify another word. Examples: The bicycle is Mary's. (Mary's is a possessive noun) The bicycle is hers. (hers is a possessive pronoun)

POSSESSIVE ADJECTIVES AND POSSESSIVE PRONOUNS

Here is a table of possessive adjectives and possessive pronouns. On the left are the subject pronouns to which they correspond.

Pronoun	Possessive Adjective	Possessive Pronoun
I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	its
we	our	ours
you	your	yours
they	their	theirs

Note: Its and his are the same as possessive adjectives and possessive pronouns. The only possessive pronoun that does not end in the letter s is mine.

SINGULAR AND PLURAL SUBJECTS

To know which possessive adjective to use in a certain sentence you must know if the SUBJECT of the sentence is SINGULAR (one) or PLURAL (many). If a subject is singular, you use a singular ownership word. If a subject is plural, you use a plural ownership word.

Examples:

He gave me his last dollar. (Singular)
They gave me their word. (Plural)

TRICKY SUBJECTS

Sometimes it is tricky to find out whether the subject is singular or plural. Here is a list of tricky subjects.

Singular subjects	Plural subjects
each	all
every	several
neither	some
none	many
one	few

Examples:
None of the children knew his name.
but,
Some of the boys brought their older brothers.

THE WORD OWN

The word own is used after an adjective of ownership when the speaker wants to strengthen or make clear that he is talking about something that belongs to him and not to someone else. If it's obvious that a certain thing belongs to a certain person, you don't have to use the word own to make it clear.

Examples: Take my hand.
not, Take my own hand. (How could my hand belong to anybody but me?)

Note: The word own is never used with a possessive adjective when referring to parts of the body.

SELF-PRONOUNS

A self-pronoun is used to emphasize that the SUBJECT of a sentence performs an action.

Example: Little Jack tied his shoes himself.

SINGULAR AND PLURAL SELF-PRONOUNS

Singular self-pronouns are used with singular subjects.

Example: I want to do it myself.

Plural self-pronouns are used with plural subjects.

Example: We launched the boat ourselves.

SELF-PRONOUNS

Singular	Plural
myself	ourselves
yourself	yourselves
himself herself itself	themselves

Note: Singular self-pronouns end in self.
Plural self-pronouns end in selves.

MASTERY TEST

Time started ______________

PART I

In the sentences below, the pronouns are underlined. CHECK only the sentences containing pronouns that are not correct.

1. ☐ Give John the book I got for him.
2. ☐ She said to give it to myself.
3. ☐ Him is the one I showed you.
4. ☐ Tell her you love her.
5. ☐ Peter is taller than me.
6. ☐ Allen gave us the directions.
7. ☐ Them are the ones he bought.
8. ☐ Tell we how you plan to get there.
9. ☐ I ran to see them.
10. ☐ He wished to go with you and I.

PART II

COMPLETE each of the following sentences by CHECKING the correct choice:

11. John gave Allen the key and _______________ got into the car.

    a. ☐ them

    b. ☐ they

12. Allen started the motor and asked _______________ how to start the car.

    a. ☐ he

    b. ☐ him

13. "Don't ask _______________," John replied.

    a. ☐ I

    b. ☐ me

14. ________________ and ________________ were trying to be smart.

a. ☐ he

b. ☐ him

a. ☐ I

b. ☐ me

Time completed ________________

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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A HIGH SCHOOL SELF-STUDY PROGRAM

POSSESSIVE AND REFLEXIVE PRONOUNS
LEVEL: III
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1.

You know that different kinds of words perform different jobs in the English language. Some words name persons or things, some take the place of names and some show action. This lesson will teach you about words that show possession or ownership of things.

My, our, their, yours, ours, and theirs are all words that show who owns something. When you're asked who owns something you may use one of these words to indicate ownership.

FILL IN the blank.

Words such as my, our, theirs, and yours show who ________________ something.

owns or possesses

2.

Ownership words can be either adjectives (description words) or pronouns (words that replace nouns). These underlined words in these sentences are adjectives:

That is her hat.

Where is his suitcase?

That is my sandwich!

Where is their car?

It is our good luck.

The baby has many toys, but the train is its favorite.

The underlined words in these sentences are pronouns:

That is hers.

Where is his?

Where is theirs?

It is ours.

If a word is an ownership word, it tells you to whom something belongs. It answers the question: "Whose is this?"

UNDERLINE the ownership words in the sentences below:

Bill is using his car to drive to the beach.	his
It is not all mine; maybe you shouldn't use it.	mine
Barbara is holding her place in line.	her
The telephone is his.	his
We own the house; it is ours.	ours
FILL IN the blank:	
The two kinds of ownership words are ____________ and ______________.	adjectives pronouns (any order)

3.	
Adjectives that show ownership, like other adjectives, describe or modify nouns or pronouns. Thus, they always are used with another word, such as in his hat, our games, and my house.	
UNDERLINE the possessive adjectives that show ownership in the sentences below.	
We went to her father's cabin.	her
I saw his motorcycle; it's a zippy one .	his
Do you want your drink?	your
Norman wants to see my paintings.	my
FILL IN the blanks:	
Possessive adjectives always ________________ ________________ or ________________	modify (or describe) nouns pronouns
4.	
Pronouns that show ownership (or possession) are always used in place of a noun. LOOK AT these sentences.	
The bicycle is Mary's.	
The bicycle is hers.	
Mary's is a possessive noun. Hers is a possessive pronoun that replaces the noun.	
CHECK the sentence that uses a possessive pronoun.	
☐ The tractor is his.	The tractor . . .
☐ Where is Charlie's hat?	
☐ Where is his hat?	Where is his . . .

5.

A possessive pronoun replaces a noun. READ over this list of possessive pronouns:

mine
yours
his
hers
its

ours
yours
theirs

UNDERLINE the possessive pronouns below:

The cup is mine.	mine
Why do you say the coat is not yours?	yours
It is theirs.	theirs
The office is ours.	ours
It is mine, not hers.	mine hers

6.

Possessive adjectives are always used to modify a noun (or pronoun). Possessive pronouns take the place of a noun or pronoun. They don't modify any other words.

UNDERLINE the possessive adjectives and CIRCLE the possessive pronouns in these sentences:

Although I knew it was hers, she thought it was mine.	hers mine
This house is yours.	yours
Let me take you to our doctor.	our
That's his.	his
Help yourself to what is yours.	yours
My time is your time and your time is mine.	my your your mine
Let us have a look at theirs.	theirs

FILL IN the blanks:

Possessive adjectives such as your, her, and their are always used to ________________ nouns or pronouns.	modify
Possessive pronouns such as yours, hers, and theirs ________________ of a noun or pronoun; they ________________ (do/do not) modify another word.	take the place (or replace) do not

7.

Here is a table of possessive adjectives and possessive pronouns. (On the left are the subject pronouns to which they correspond.)

Pronoun	Possessive Adjective	Possessive Pronoun
(I)	my	mine
(you)	your	yours
(he)	his	his
(she)	her	hers
(it)	its	its
(we)	our	ours
(you)	your	yours
(they)	their	theirs

Which words are the same as possessive adjectives and possessive pronouns? _______________	his, its
Most possessive pronouns differ from the corresponding adjective because they add the letter _______________ at the end.	s
Which is the only possessive pronoun that does not end with this letter? _______________	mine

8.

Here is a table of possessive adjectives and possessive pronouns. (On the left are the subject pronouns to which they correspond.)

Pronoun	Possessive Adjective	Possessive Pronoun
(I)	my	mine
(you)	your	yours
(he)	his	his
(she)	her	hers
(it)	its	its
(we)	our	ours
(you)	your	yours
(they)	their	theirs

Before each sentence below is a pronoun in parenthesis.

FILL IN the blank with the correct possessive form. Be careful to discriminate adjectives from pronouns.

(The first is done for you).

(I)	What is ____mine____ is not yours.	mine
(she)	She put ____________ hand into the dishwater.	her
(they)	There is no denying it: the ball is ____________	theirs
(you)	It was my idea, not ____________	yours
(we)	____________ plan was to steal his gun.	our
(it)	Will we be able to remove ____________ bullets?	its
(they)	Here are ____________ footprints.	their

9.

In each of the following sentences, CIRCLE the correct form in the parentheses.

This seat is (my, mine).	mine
Let me see (her, hers) work.	her
The boys hid (their, theirs) loot.	their
The victory is (our, ours)!	ours
Peter and Jim, are these (your, yours) lockers?	your
It is (their, theirs); I didn't make it.	theirs
Even though she left (her, hers) in the car, it wasn't spoiled.	hers
I was glad to get invited to (their, theirs) party.	their

10.

To know which possessive adjective to use in a certain sentence, you must know if the SUBJECT of the sentence is SINGULAR (one) or PLURAL (more than one). If a subject is singular, you use a singular ownership word such as my, his, her, or its. If a subject is plural, you use a plural ownership word, such as our, or their.

Sometimes it is tricky, however, to find out whether the subject is singular or plural. Here's a list of those tricky subjects--you'd do best to MEMORIZE it:

Singular Subjects	Plural Subjects
each	all
every	several
neither	some
none	many
one	few

WRITE an S or a P next to each of these subjects to show if they're singular or plural:

many	_____	P
all	_____	P
none	_____	S
each	_____	S
several	_____	P

11.

Singular Subjects	Plural Subjects
each	all
every	several
neither	some
none	many
one	few

FILL IN the blanks in these sentences:

None of the children knew ________________ name.	his or her
Neither of them was wearing ___________ hat.	his or her
Several had brought ________________ flashlights.	their
Some of the boys brought ________________ older brothers.	their
Each of us knew ________________ serial number.	his or her
Many of them had ________________ rifles at ready.	their

12.

In each of the following sentences, CIRCLE the correct form in the parentheses.

Neither of them kept (his, their) appointment.	his
Every soldier has (his, their) feet inspected.	his
Some speeders lose (his, their) licenses.	their
Each actor performed (his, their) part well.	his
Several of the tourists interrupted (his, their) trip.	their
None of them removed (his, their) hat.	his

13.

READ these sentences:

Go to your room!

Go to your own room!

In the second sentence the word own is not needed, but is used to strengthen or emphasize what the sentence says.

In the sentence below, UNDERLINE the ownership words and CIRCLE the word that makes the sentence stronger.

This is my own book, not his.	my [✓ own] his

14.

The word own is used after an adjective of ownership and only when the speaker wants to strengthen or make clear that he is talking about a particular thing that belongs to him, and not any other. If it's obvious that a certain thing belongs to a certain person, you certainly don't need the word own to strengthen it! For example, if someone is talking about his foot, or any other part of his body, there is no need to use the word own -- how could it belong to anyone else?

CHECK those sentences in which the word own should be taken out:

☐ Take my own hand.	Take my . . .
☐ Follow your own advice.	
☐ This is written on her own stationery.	
☐ He washed his own face.	He washed his . . .

15.	
In each of the following sentences, CIRCLE the correct form in the parentheses.	
She took (our, our own) mail to the post office.	[✓ our]
Please watch (your, your own) step .	[✓ your]
Every man is (his, his own) best friend.	[✓ his own]
When I don't have mine, I use (hers, her own).	[✓ hers]
No thank you, I have (mine, my own).	[✓ my own]
I have enough of (my, my own) problems.	[✓ my own]
FILL IN the blank:	
The word own ________________ (should/ should not) be used with an adjective ownership word when referring to parts of the body.	should not

16.

This frame will introduce you to another form of pronoun. A self-pronoun, such as himself, is used to emphasize that the SUBJECT of a sentence performs an action.

READ this sentence:

Little Jack tied his shoes himself.

You know that Jack tied his shoes, but the word himself emphasizes that fact.

CHECK the sentence that uses a self-pronoun:

☐ We never finished our table.

☐ They washed their clothes.

☐ He was able to repair the car himself.

He was able . . .

17.

Self-pronouns always end with either self-or selves. For example, himself, yourself, and yourselves.

UNDERLINE the self-pronouns in these sentences:

You, yourself, will have to do it.	yourself
I could barely tear myself away.	myself
He picked himself up and dusted off his suit.	himself
They must learn to help themselves.	themselves
We saw it ourselves.	ourselves

FILL IN the blanks:

Self-pronouns always end with either ___________ or _______________.

self
selves

18.

Here is a list of self-pronouns:

Singular	Plural
myself	ourselves
yourself	yourselves
himself	themselves
herself	
itself	

Singular self-pronouns are used with singular subjects; plural self-pronouns are used with plural subjects.

CIRCLE the singular self-pronouns in these sentences; UNDERLINE the singular subject with which it is used:

I want to do it myself.	I myself
The engine will start itself when the switch closes.	engine itself
Bob worked himself too hard.	Bob himself

19.

Singular	Plural
myself	ourselves
yourself	yourselves
himself	themselves
herself	
itself	

CIRCLE the plural self-pronouns in these sentences; UNDERLINE the plural subject with which it is used.

They want to do it themselves.	They themselves
We launched the boat ourselves.	We ourselves
Did you do it yourselves?	you yourselves

FILL IN the blanks:

Singular self-pronouns are used with ______________ adjectives.	singular
Plural self-pronouns are used with ______________ subjects.	plural

20.	
WRITE the correct one in each sentence below:	
Singular Self-Pronouns	
myself yourself himself itself	
I need it ________________.	myself
Bob doesn't need your help; he will do it ________________.	himself
The fishing lure tangled ________________ up in the line.	itself
Can you do it ________________ ?	yourself
21.	
WRITE the correct one in each sentence below:	
Plural Self-Pronouns	
ourselves yourselves themselves	
Our plan is to do the painting ________________.	ourselves
The team of doctors will perform the operation ________________.	themselves
You will all plow the soil ________________.	yourselves

22.

CHECK the sentences below which are WRONG because they use incorrect self-pronouns:

☐ Johnny did it himself.	
☐ They were sure she did the dress herself.	
☐ They needed to plant the bushes himselves.	They needed . . .
☐ We walked down to meet him ourselves.	
☐ She learned quickly by herselves.	She learned quickly . . .
☐ It's important that you know how to turn it on yourself.	
☐ I walked there myselves.	I walked there. . .
☐ They cooked the soup themself.	They cooked the . . .

Time completed ____________________

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOREGOING LESSON , TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

MASTERY TEST

Time started ______________

PART I

In the sentences below, the pronouns are underlined. CHECK only the sentence containing pronouns that are not used correctly:

1. ☐ But Jack, you yourselves said it was okay.
2. ☐ Mary washes itself in the stream every morning.
3. ☐ We'll do it ourselves.
4. ☐ I, myself, have no idea.
5. ☐ Help yourself, boys.
6. ☐ Tom and Bill put himself out of the running.
7. ☐ Max bought himselves a motorcycle.
8. ☐ Why don't you tell him yourself?
9. ☐ Ellen, you herself will have to be there.
10. ☐ Saul, don't do that ourself.

PART II

In each of the following sentences, CHECK the correct form of the pronoun:

11. Is that book ______________?

    a. ☐ mine

    b. ☐ my

12. Give me ______________ hand.

    a. ☐ your

    b. ☐ your own

13. The mechanic showed me ______________ scar.

a. ☐ his

b. ☐ himself's

14. If you want this, it's ______________.

a. ☐ yours

b. ☐ yourn

15. We'll go ______________ own way.

a. ☐ our

b. ☐ ourn

c. ☐ ours

16. Peter and Karen gave us ______________ permission.

a. ☐ their

b. ☐ theirs

17. Tony wants ______________ book back.

a. ☐ him's

b. ☐ his

c. ☐ his'n

18. Every one of them did ______________ best.

a. ☐ his

b. ☐ their

19. Each of the boys had _______________ book with them.

- a. ☐ his
- b. ☐ their

20. Several of the men wanted _______________ coats.

- a. ☐ his
- b. ☐ their

Time completed _______________

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

POSSESSIVE AND PLURAL NOUNS

LEVEL: III

UNIT: 4

LESSON: 11

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

224

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

1. PREVIEW FRAME In a previous lesson, you learned about the possessive form of pronouns -- for example, my pen, his table, their song. In this lesson, you will learn about the possessive form of nouns. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME
2. The pets of the children ran around the yard. You can tell from the above sentence that the pets belong to the children. The words "pets" and "children" are both nouns. The phrase "of the" often tells you when one noun belongs to another. In which of the following sentences does one noun belong to another? ☐ The dog played in the yard. ☐ The house of the dog is in the yard. ☐ The lion growled. ☐ The paw of the lion hurt.	The house of the dog . . . . The paw of the lion hurt.

3.	
Often, the phrase "of the" shows that a particular noun belongs to another noun or one thing owns or possesses another.	
"The wisdom of the teacher" means that the teacher possesses wisdom.	
"The mother of the boy" means that the boy possesses a mother.	
LOOK at the underlined noun in each of the following sentences. CHECK the sentences where the underlined noun possesses something.	
☐ That animal lived in the zoo.	
☐ The cage of the animals was dirty.	The cage of the animals was dirty.
☐ The girl needed a new dress.	
☐ The dress of the girl was new.	The dress of the girl was new.
☐ The child got a present.	
☐ The father of the child gave him a present.	The father of the child gave . . .
4.	
The phrase "of the" is one way to show possession of one noun by another.	
Another way to show possession is by using a special punctuation mark called the apostrophe. The apostrophe looks like this: '	
You could say "the book of Mary" or "Mary's book."	
In both cases, you know that the noun "book" belongs to "Mary."	
Which of the following use the special punctuation called an apostrophe to show that one noun belongs to another.	
☐ Peter's pen	Peter's pen
☐ the pen of Peter	
☐ the book of Thomas	
☐ Thomas's book	Thomas's book

5. A noun plus an apostrophe, as in "Mary's book" tells you that "Mary's" is the possessive form of "Mary." CHECK the sentences below where the underlined word is possessive: ☐ That is John's basketball. ☐ That is the basketball of John. ☐ John likes basketball. ☐ The baby cried. ☐ The baby's mother pushed the carriage. ☐ The mother of the baby pushed the carriage.	That is John's basketball. The baby's mother pushed . . .
6. The possessive form is generally used for nouns that represent living things. For example, you may use the possessive form for people or animals: the dog's leash John's suit The possessive form should not be used for things: the leg of the table, not the table's leg Which of the following nouns would you be likely to see in their possessive forms ? ☐ Anne ☐ boy ☐ chair ☐ house ☐ men ☐ wind	Anne boy men

7.	
Generally, the phrase "of the" is used for non-living things. Which is correct?	
☐ The back of the chair.	The back of the chair.
☐ The chair's back.	
However, there are two types of non-living things for which the possessive form is generally used. They are time and money.	
Nouns that represent time or money are used in their possessive form. You would say a "day's vaction," or "an hour's work."	
Which of the following nouns would you be likely to see in their possessive forms?	
☐ baby	baby
☐ book	
☐ Charles	Charles
☐ dollar	dollar
☐ minute	minute
☐ rug	
☐ woman	woman
8.	
The hat of David is on the rack.	
David's hat is on the rack.	
Both of the above sentences express the relationship we call possession.	
In each sentence,	
what is possessed? __________	the hat
who possesses it? __________	David
Which sentence uses the possessive form of a noun?	
☐ The hat of David is on the rack.	
☐ David's hat is on the rack.	David's hat is on the rack.

9.	
To decide whether a noun should be in its possessive form, you must decide if something belongs to that noun. Often you can do this by substituting the phrase "of the" for the possessive form.	
CHANGE the following possessive forms back to "_____ of the _____." The first one is done for you.	
the children's mother — the mother of the children	
the dog's house __________ of the__________	the house of the dog
the three-year-old's mitten __________of the__________	the mitten of the three-year-old
the boy's dog __________of the__________	the dog of the boy
10.	
The possessive form of a noun may not be used unless something belongs to that noun.	
It is incorrect to punctuate with an apostrophe when a noun does not own something.	
Which of the following sentences are incorrect because they contain possessive forms of nouns where there is no possessive relationship?	
☐ John's asked for lunch money. ☐ John's lunch money was lost. ☐ The children's yard was behind the house. ☐ The children played in the yard.	John's asked for lunch money.

11. Which of the following sentences are NOT correct because they use the possessive form of a noun where there is NO possessive relationship. ☐ John's books were interesting. ☐ John's liked to read the book. ☐ The three-year-old's mitten was lost. ☐ The three-year-old's lost a pair of mittens. ☐ The kangaroo's jumping was funny. ☐ Kangaroo's jump around a lot.	John's liked to read the book. The three-year-old's lost . . . . Kangaroo's jump around a lot.
12. LOOK at the underlined word(s) in each of the following sentences. CHECK those sentences where the possessive form of the underlined word can NOT be used: ☐ John's pen ran out of ink. ☐ That is the teacher's desk. ☐ The dog was on a long leash. ☐ The dog's leash was very long. ☐ He ate his lunch in an hour's time. ☐ You cannot buy very much with one dollar's. ☐ His sister's crying upset him. ☐ His friends' and neighbors' were all very kind.	The dog was on a long leash. You cannot buy very much with. . . His friends' and . . . .
13. PREVIEW FRAME You now know when you may not use the possessive form. In the next part of the lesson, you will learn how to use the possessive form correctly. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME

14.

To make the possessive form of a singular noun, you add an apostrophe plus the letter s ('s).

MAKE the possessive form of the following singular nouns. The first one is done for you.

child	child's	
cat	__________	cat's
Bill	__________	Bill's
cowboy	__________	cowboy's
Anne	__________	Anne's
class	__________	class's
father	__________	father's

15.

To make the possessive form of a plural noun that ends in "s," you add only an apostrophe(').

MAKE the possessive form of the following plural nouns ending in s. The first one is done for you.

dogs	dogs'	
cats	__________	cats'
animals	__________	animals'
boys	__________	boys'
families	__________	families'
mothers	__________	mothers'
uncles	__________	uncles'

16.

To make the possessive form of a plural noun that does not end in s, you add an apostrophe plus s ('s).

MAKE the possessive forms of the following plural nouns that do not end in "s." The first one is done for you.

men	men's	
women	________	women's
children	________	children's
deer	________	deer's
mice	________	mice's

17.

You make the possessive form of a singular noun by adding an apostrophe plus s ('s).

For example,

boy	boy's

You make the possessive form of a plural noun that ends in s by adding only an apostrophe (').

boys	boys'

You make the possessive form of a plural noun that does not end in s by adding apostrophe plus s ('s).

men	men's

CHECK the sentences that are correct:

☐ The bee landed on the childs' back.
☐ The men's clothing store was closed.
☐ The three boys raced to the Boys' Club.
☐ Where is the womens' hat department?

The men's clothing store was closed.
The three boys . . . .

18. Most plural nouns end in s. For example, animals, boys, girls. Therefore, you will most often make the possessive form of a plural noun by adding: ☐ 's ☐ only an apostrophe	only an apostrophe
19. Some words can be added together to make one word. For example: mother-in-law ten-year-old With words like these, it is important to understand how to form the plural and the possessive. To form the possessive, you simply add an 's. WRITE the possessive form of these words: brother-in-law ______________ five-year-old ______________	brother-in-law's five-year-old's
20. When words are added together to make one word, there must be hyphens linking all the words together. Correct: ten-year-old Incorrect: ten-year old FILL IN the missing hyphens (-) in these words. My brother in law is home. He showed me a brighter than-new penny.	brother-in-law brighter-than-new

21. CHECK the sentences that punctuate the underlined words incorrectly. ☐ The cat scratched its master's father-in law. ☐ The four year old ran away from home. ☐ My mother-in-law is a dear. ☐ It was a fifty two-week contract.	The cat scratched . . . . The four year old . . . . It was a fifty two-week . . . .
22. Nouns containing hyphens take the possessive form just like any other noun. For example, ten-year-old ten-year-old's FORM the possessive of the following hyphenated nouns. mother-in-law __________ mothers-in-law __________ twenty-year-old __________	mother-in-law's mothers-in-law's twenty-year-old's

23.

To make its possessive form if it is a singular noun, add 's.

To make its possessive form if it is a plural noun ending in s, add only an '.

To make its possessive form if it is a plural noun that does not end in s, add 's.

First, DETERMINE whether a noun is singular or plural.

MAKE the possessive form of the following words:

men	________	men's
babies	________	babies'
brother-in-law	________	brother-in-law's
geese	________	geese's
Dan	________	Dan's
brothers	________	brothers'
baby	________	baby's

24.

MAKE the possessive form of the following words. (You are told whether the word is singular or plural after each word.)

Bess (singular)	________	Bess's
Bob (singular)	________	Bob's
days (plural)	________	days'
children (plural)	________	children's
friend (singular)	________	friend's
ten-year-old (singular)	________	ten-year-old's
girls (plural)	________	girls'
giraffes (plural)	________	giraffes'
scout (singular)	________	scout's
women (plural)	________	women's
father-in-law (singular)	________	father-in-law's

25.

MAKE the possessive form of the following nouns:

soldier	________	soldier's
boys	________	boys'
doll	________	doll's
dollar	________	dollar's
men	________	men's
Peter	________	Peter's
ladies	________	ladies'
children	________	children's
year	________	year's
years	________	years'

26.

You can always tell if the possessive form of a word is correctly punctuated.

First determine if the word is singular or plural.

If the word is singular, its possessive form is:

☐ apostrophe only (')
☐ apostrophe plus s ('s)

If the word is a plural that ends in s, its possessive form is:

☐ apostrophe only (')
☐ apostrophe plus s ('s)

apostrophe plus s ('s)

apostrophe only (')

27 Which of the following possessives are formed correctly? ☐ boy (singular) boy's ☐ girl (singular) girls' ☐ dollar (singular) dollar's ☐ dollars (plural) dollars's ☐ dollars (plural) dollars' ☐ goose (singular) gooses' ☐ geese (plural) geese's ☐ James (singular) Jame's ☐ dime (singular) dimes' ☐ hours (plural) hour's ☐ years (plural) years'	boy (singular) boy's dollar (singular) dollar's dollars (plural) dollars' geese (plural) geese's years (plural) years'
28. Which of the following possessives are formed correctly? ☐ men → men's ☐ captain → captain's ☐ Arlene → Arlenes' ☐ Alfred → Alfred's ☐ gentlemen → gentlemens' ☐ dolls → dolls' ☐ monkeys → monkeys's ☐ peoples → peoples'	men men's captain captain's Alfred Alfred's dolls dolls' peoples peoples'

29.	
CHECK the correct form of the possessive for each sentence below:	
On Tuesday night, the:	
☐ men's club met	men's club met
☐ mens' club met	
☐ mens club met	
That tiny box is the:	
☐ mices' cage	
☐ mice's cage	mice's cage
☐ mices's cage	
Alfred is:	
☐ Johns' friend	
☐ John's friend	John's friend
☐ Johns friend	
That part of the store contains:	
☐ ladies handbags	
☐ ladies's handbags	
☐ ladies' handbags	ladies' handbags
He did the job in one:	
☐ hour time	
☐ hour's time	hour's time
☐ hours' time	
30.	
PREVIEW FRAME	
You now know when to use the possessive form of a noun. You also know how to use the correct possessive form of singular and plural nouns.	
The following part of the lesson will give you practice deciding where the relationship of possession exists and, when it does, and in choosing the correct possessive form of a noun.	
NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME

31.	
The Smiths took a week's vacation in Canada.	
The underlined word is a singular noun that:	
☐ should be written in its possessive form ☐ should not be written in its possessive form	should be written . . .
The underlined word should be written:	
☐ week ☐ weeks ☐ weeks' ☐ week's (as it appears above)	week's
Is the sentence correctly punctuated?	
☐ yes ☐ no	yes
32.	
The mens' section of the store was crowded.	
The underlined word is a plural noun that:	
☐ should be written in its possessive form ☐ should not be written in its possessive form	should be written . . .
The underlined word should be written:	
☐ mens ☐ mens's ☐ men's ☐ mens' (as it appears above)	men's
Is the sentence punctuated correctly?	
☐ yes ☐ no	no

33.	
The elephants cage was very large.	
The underlined word is a singular noun that:	
☐ should be written in its possessive form	should be written . . .
☐ should not be written in its possessive form	
The underlined word should be written:	
☐ elephants's	
☐ elephant's	elephant's
☐ elephants'	
☐ elephants (as it appears above)	
Is the sentence punctuated correctly?	
☐ yes	
☐ no	no
34.	
The four dogs' houses were all painted yellow.	
The underlined word is a plural noun that:	
☐ should be written in its possessive form	should be written . . .
☐ should not be written in its possessive form	
The underlined word should be written:	
☐ dogs	
☐ dogs's	
☐ dog's	
☐ dogs' (as it appears above)	dogs'

35.	
One days pay is not much money.	
The underlined word is a singular noun that:	
☐ should be written in its possessive form ☐ should not be written in its possessive form	should be written . . .
The underlined word should be written:	
☐ day's ☐ days' ☐ days's ☐ days (as it appears above)	day's
Is the sentence correctly punctuated?	
☐ yes ☐ no	no
36.	
Many people live in houses'.	
The underlined word is a plural noun that:	
☐ should be written in its possessive form ☐ should not be written in its possessive form	should not be written in its . . .
The underlined word should be written:	
☐ house ☐ house's ☐ houses ☐ houses' (as it appears above)	houses
Is the sentence punctuated correctly?	
☐ yes ☐ no	no

37.	
The two-year-old's toys were always broken.	
The underlined word is a singular noun that:	
☐ should be written in its possessive form ☐ should not be written in its possessive form	should be written . . .
The underlined word should be written:	
☐ two-year's-old ☐ two-year-olds ☐ two-year-olds' ☐ two-year-old's (as it appears above)	two-year-old's
Is the sentence correctly punctuated?	
☐ yes ☐ no	yes
38.	
My aunt's laughing bothered me.	
The underlined word is a singular noun that:	
☐ should be written in its possessive form ☐ should not be written in its possessive	should be written . . .
The underlined word should be written:	
☐ aunt ☐ aunts ☐ aunts' ☐ aunt's (as it appears above)	aunt's
Is the sentence punctuated correctly?	
☐ yes ☐ no	yes

39.	
The four doll's dresses were each green.	
The underlined word is a plural noun that:	
☐ should be written in its possessive form	should be written . . .
☐ should not be written in its possessive form	
The underlined word should be written:	
☐ dolls	
☐ dolls'	dolls'
☐ dolls's	
☐ doll's (as it appears above)	
Is the sentence punctuated correctly?	
☐ yes	
☐ no	no
40.	
She admired her three sisters.	
The underlined word is a plural noun that:	
☐ should be written in its possessive form	
☐ should not be written in its possessive form	should not be written in its . . .
The underlined word should be written:	
☐ sister's	
☐ sisters's	
☐ sisters'	
☐ sisters (as it appears above)	sisters
Is the sentence punctuated correctly?	
☐ yes	yes
☐ no	

41. The women's meeting was well attended.	
The underlined word is a plural noun that: ☐ should be written in its possessive form ☐ should not be written in its possessive form	should be written . . .
The underlined word should be written: ☐ womens' ☐ womens ☐ women ☐ women's (as it appears above)	women's
Is the sentence punctuated correctly? ☐ yes ☐ no	yes

42.

COMPLETE each of the following sentences.

Many people work in: ☐ offices ☐ office's ☐ offices' ☐ offices's	offices
The house that caught fire was: ☐ Mr. James ☐ Mr. James's ☐ Mr. Jameses' ☐ Mr. Jameses	Mr. James's
It was all in a good: ☐ day work ☐ days work ☐ day's work ☐ days work's	day's work
Everyone said they liked: ☐ Dans haircut ☐ Dan's haircut ☐ Dans's haircut ☐ Dan's haircut's	Dan's haircut
Please give me those: ☐ paper ☐ papers' ☐ paper's ☐ papers	papers
That building is the: ☐ childrens school ☐ childrens' school ☐ children's school ☐ children school	children's school
It is often smelly in the: ☐ animal's cages ☐ animals's cages ☐ animals' cages ☐ animals cages'	animals' cages

43.

Time completed ________________

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOREGOING LESSON, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

MASTERY TEST

Time started ________________

PART I

READ the following sentences, paying particular attention to the underlined portions. CHECK only the sentences that are not punctuated correctly:

1. ☐ An honest ten-year old's word is as good as an adult's.
2. ☐ Give me those book's.
3. ☐ His report was read before a committee of businessmen.
4. ☐ He knows a dollar's value.
5. ☐ He lives with his neighbor's and friend's.
6. ☐ His youngest sons running about annoyed him.
7. ☐ New York is only an hours ride from here.
8. ☐ That is John's best suit.
9. ☐ This is the Smiths house.
10. ☐ Those dogs are very friendly.

PART II

COMPLETE each of the following sentences by CHECKING the correct choice:

11. The ______________ horse was tired after the journey.

    a. ☐ man
    b. ☐ mans'
    c. ☐ man's
    d. ☐ mans

12. His ______________ scolding him made him very unhappy.

    a. ☐ mother
    b. ☐ mother's
    c. ☐ mothers'
    d. ☐ mothers

13. Mike and Al are ______________.

a. ☐ Peter's friend's

b. ☐ Peter's friends

c. ☐ Peters friend's

d. ☐ Peters friends

14. He is one of ______________ noblemen.

a. ☐ natures

b. ☐ natures'

c. ☐ nature's

d. ☐ nature

15. All of the ______________ uniforms were dirty.

a. ☐ players

b. ☐ player's

c. ☐ players'

d. ☐ player's

16. There were twenty ______________ suits on the rack.

a. ☐ mens

b. ☐ men's

c. ☐ mens'

d. ☐ men

17. Fast _______________ running is an important skill in baseball.

a. ☐ base

b. ☐ base's

c. ☐ bases'

d. ☐ bases

18. She was told she was doing a good job by one of her fellow _______________.

a. ☐ teacher

b. ☐ teachers'

c. ☐ teacher's

d. ☐ teachers

19. Please give me one _______________ worth.

a. ☐ dime

b. ☐ dimes

c. ☐ dime's

d. ☐ dimes'

20. The _______________ efforts were rewarded.

a. ☐ ladies

b. ☐ ladies'

c. ☐ ladies's

d. ☐ lady

Time completed _______________

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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ADVANCED
GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

SPELLING CONFUSING WORD PAIRS
LEVEL: III
UNIT: 4
LESSON: 12

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

1.

PREVIEW FRAME

Understanding what part a certain word plays in a sentence, whether it is a verb, a noun, or a pronoun, enables you to use that word correctly. Once you understand what kind of word it is you can figure out where it belongs.

In this lesson, you will learn about several groups of frequently used words. Because some of them look very much alike, or have related meanings, they are often used incorrectly.

In this lesson you will learn the differences between the confusing words, and the proper usage for each.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

2.

The first set of words are verbs.

CIRCLE the letter(s) in each word in which it differs from the other member of its pair. (In one pair, there will only be an extra letter in one of the words. CIRCLE the extra letter.)

Column A	Column B
lie	lay
sit	set
rise	raise

The two members of each pair refer to the same action but in slightly different ways.

For example, if I raise my arm, I am causing my arm to rise.

Similarly, if I set my purse on the desk, I am causing my purse to sit on the desk.

In order to cause the baby to lie on its back, I ________________ it on its back.

Which column contains verbs that cause an action to be performed?

☐ Column A
☐ Column B

lie	lay
sit	set
rise	raise

lay

Column B

3.	
When you hear good news your spirits may rise. If you have a friend who is in a bad mood, you will want to tell him good news in order to raise his spirits.	
FILL IN each of the blanks below with one of the words underlined above.	
When you raise your friends spirits, his spirits ________ ______.	rise
The curtain _______________s at exactly eight-thirty.	rises
It will do him no good to _______________ his hopes for nothing.	raise
If you cannot _______________ your grades, you you will have to go to a lower class.	raise
The picture is hanging a bit too low. Please _______________ it.	raise

4.	
If you set the lamp in the corner of the room, you are placing or putting it there. Although it may sound a bit strange to think of a lamp as sitting anywhere, it helps to remember the meaning of the word set as causing the lamp to sit in the corner of the room. In this sense sit is similar to rise.	
FILL IN each of the blanks below with one of the words underlined above.	
He _______________s the blinds to see what was going on outside.	raise
She _______________s her hat solidly on the back of her head.	set
She _______________s and watches television most of the day.	sit
The sun _______________s in the East every morning.	rise
_______________ the glass down carefully, so it won't break.	Set

5.	
PAY ATTENTION to when the action is taking place in each of the sentences below.	
I sit on that chair everyday. Yesterday I sat down on the other chair.	
I always set the glass down carefully. This morning I set the glass down with a bang, so it broke.	
FILL IN the past form of the verb in the proper place.	
PRESENT PAST	
sit _____	sat
set _____	set
PRESENT PAST	
sit sat	
set set	
FILL IN each of the blanks below with one of the verbs listed above.	
They _______________ the furniture on the lawn at the beginning of the summer.	set
At the sound of his name John opened his eyes and _______________ up straight.	sat
If you _______________ the barrel directly under the hole in the roof it will catch all the rain.	set

6.

Like the words raise and set, the word lay causes an action to be formed.

When you lay the newspaper on the desk you cause it to lie on the desk.

FILL IN each of the blanks below with either lay or lie.

Doctors say that it is not healthy to ________ down right after a meal.	lie
At the beginning of the game you ________ the cards out face down.	lay
She told the child to ________ his head on the pillow and he would fall right to sleep.	lay
It was his habit to ________ out his clothes in the evening for the following day.	lay
New York and New Jersey ________ to the east of Pennsylvania.	lie

7.

READ the following sentences, paying close attention to when the action is taking place.

I usually lie down every afternoon at about four-o'clock. Yesterday, however, was an exception -- I lay down at six-thirty.

I usually lay my glasses next to my book, but this morning I laid them in the drawer.

FILL IN the past tense of each verb in the proper place below.

PRESENT	PAST	
lie	____	lay
lay	____	laid

8.

1. to cause something to lie

2. the past tense of lie

PLACE a 1 or a 2 next to each of the sentences below to indicate how the word lay is being used.

_____ He lay in bed for hours just staring at the ceiling.	2
_____ He was ordered to lay his hands on the table, palms up.	1
_____ She would lay her jewelry out on the dressing table every evening.	1
_____ The slippers lay under the bed for days.	2
_____ Every morning the children lay their crayons in a line across their desk.	1

9.

The past tense of lie is lay, and when you add "ing" to it, it becomes lying.

The past tense of lay is laid, and when you add "ing" to it, it becomes laying.

FILL IN each of the blanks below with one of the underlined words above.

While ________________ on the bank of the stream he caught sight of a tadpole sunning itself on a rock.	lying
He closed his fountain pen and ______________ it thoughtfully down.	laid
He had to _______________ flat on his back for two weeks.	lie
We _______________ so still she thought we were asleep.	lay
How was he to know it was impolite to _______________ his elbows on the dinner table?	lay
I have no idea where you _______________ your needle when you finished sewing.	laid

10.		
FILL IN each of the blanks below with one of the words offered for the sentence.		
(sat-set) The boys ______________ on the fence for hours just talking over the startling news.		sat
(laid-lay) I ______________ the baby in the center of the bed, but it must have crawled to the edge and fallen off.		laid
(rising-raising) I sprained my wrist yesterday morning while ____________ the flag.		raising
11.		
The next group of words are pronouns that you know very well. READ the two lists carefully. CIRCLE the distinguishing feature that the words in Column A have in common.		
A	B	
it's	its	it's
they're	their	they're
who's	whose	who's

12.	
The distinguishing mark you have indicated appears in all these words to show that a letter is missing and that two words have been contracted or written together as one.	
For example, they're means the same thing as they are. What letter is missing in the contraction? _____	a
Who's means the same as who is.	
It's means the same as _______________.	it is
13.	
The following words are possessive pronouns, about which you have already learned.	
its their whose	
FILL IN the correct possessive pronoun in the blank below.	
I don't know _______________ pen this is.	whose

14.	
In figuring out whether to use it's or its, the **apostrophe (') is to remind you of what it's means.** It's is a contraction of what two words? ____________	it is
Now READ each of the sentences below and DECIDE whether the blank calls for a word meaning "it is", or whether it calls for a possessive pronoun meaning "belonging to it."	
FILL IN it's or its in each blank.	
I cannot remember ____________ color.	its
You know how hard ____________ shell is.	its
____________ a fact that he's past sixty.	It's
____________ long fur glistened from the rain.	Its
____________ hard to figure out the answer without paper and pencil.	It's
Go tell them that ____________ all right for them to leave.	it's
He knows ____________ a tough job.	it's

15.	
who's - who is whose - belonging to whom they're - they are their - belonging to them	
Just as you decided between it's and its, DECIDE between each of the above for the sentences below.	
(Who's - Whose) __________ knocking at the door?	Who's
(they're - their) They left __________ clothes strewn all over the house.	their
(who's - whose) I am not allowed to say __________ going to be picked.	who's
(who's - whose) I don't know __________ name will be pulled out of the hat.	whose
(They're - There) __________ headed for a lot of trouble if they don't watch out.	They're
(they're - their) I guess they don't know that __________ being watched.	they're
16.	
For each of the sentences below, DECIDE between a contraction of two words or a possessive pronoun. Then, FILL IN each of the blanks with one of the words offered for the sentence.	
(its - it's) I know __________ a tough fight, but __________ worth it.	it's it's
(their - they're) They offered to share __________ prize with us.	their
(Whose - Who's) __________ beautiful painting is this?	Whose

17.	
Besides the two words their and they're, which look and sound alike, there is a third word, there, that belongs to the group.	
There means at that place.	
Since there does not have an apostrophe ('), it looks more like which of the other two words ?	
☐ their ☐ they're	their
There is:	
☐ one word ☐ a contraction made up of 2 words	one word
There looks very much like another word which means "in this place."	
There is often used as the opposite of ______________.	here
18.	
their - belonging to them there - at that place they're - they are	
FILL IN each of the blanks below with one of the words above.	
I cannot manage those children. ________________ simply impossible.	They're
Broken glass and rubbish were strewn here and ________________ along the road.	there
Finally we were ________________.	there
________________ faces lit up with smiles of happiness when their favorite uncle arrived.	Their

19. FILL IN each of the blanks below with one of the words offered for the sentence.	
(who's - whose) We seldom have a chance to meet people ______________ language and customs are different from ours.	whose
(It's - Its) ______________ difficult to point to the principal cause of the Civil War.	It's
(their, there, they're) No matter what you do for them ______________ never satisfied.	they're.
	Time completed______________

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

LIE	to rest or to recline, as to lie awake and count sheep; to make untrue statements, as to tell lies
LAY	to place or set down, as to lay the book on the desk; the past form of lie Today I will lie on the beach and yesterday I lay on the beach.
LAID	past form of lay, to have been placed The precious jewel was laid carefully in its velvet case.
LYING	resting, the act of making untrue statements Lying beneath the surface of the stream were colorful pebbles. The practice of lying can only get the individual into trouble.
SIT	to rest in a chair; to occupy a place in an organization, as to sit as a member of Congress; to cover eggs, as in the case of the female bird who sits on her eggs.
SAT	the past form of sit; The child sat peacefully on the bench, waiting for his mother.
SET	to place something somewhere, as in setting the table; to decide on a time, as to set the date; to put aside, as to allow the plaster to set
RISE	to move upward as to rise from a chair; to become heartened, as in rising spirits
RAISE	to cause to rise or to lift higher, as to raise the flag; to grow, as to raise vegetables; to place in a higher rank, as to raise your standards or raise your grades
WHO'S	a contraction of who is Who's going to the movies tonight?
WHOSE	possessive pronoun (showing ownership) Whose book is this?
IT'S	a contraction of it is It's time for lunch.

ITS	possessive pronoun (showing ownership) Its tail was caught on the fence.
THEY'RE	a contraction of they are They're invited to my party.
THEIR	possessive pronoun (showing ownership) The ball landed on their property.
THERE	at a place Your bicycle is over there.

MASTERY TEST

Time started ____________

FILL IN each of the blanks below with one of the words offered for the sentence.

1. (raising - rising) How can a person get along in this world with prices ________________ from day to day.

2. (laying - lying) I thought the book had been ________________ on the desk all the while, but I must have been wrong.

3. (sat - set) She ________________ the flowers carefully in the center of the table and stepped back to look at them.

4. (it's - its) One of Brazil's chief exports is ________________ coffee.

5. (who's - whose) So many people are working on this project, I have trouble remembering ________________ doing what.

6. (their, there, they're) You can always be sure that ________________ are two sides to every story.

Time completed ________________

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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ADVANCED
GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

SUBJECT AND VERB AGREEMENT

LEVEL: III
UNIT: 4
LESSON: 13

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

1. REVIEW In an earlier lesson, you learned to identify the subjects and verbs in sentences. In the following sentences, UNDERLINE all the subjects, and CIRCLE all the verbs.	
After all that, Charles decided not to go.	Charles decided
Mary and Henry can try, but I am not optimistic.	Mary Henry try I am
During his youth, he was a member of the boy scouts.	he was
I will stay and work, and you try to get some help.	I will stay work you try
Are you waiting for me?	Are you waiting
2. As you probably realize, the action in a sentence can take place at three different times: the past, the present, or the future. In other words, the action can be something the subject did, is doing, or will do. LOOK AT the following examples. 1. I told him everything. 2. He tells the story very well. 3. I will tell him later. 4. I am telling the story, not you.	
In which of these sentences is the action in the present? ____________	2, 4
In which of these sentences is the action in the future? ____________	3

3.	
The form of the verb tells you when the action takes place. In the following sentences, UNDERLINE the verbs and WRITE past, present or future in the blank.	
_____ 1. I wanted her rabbit.	past, wanted
_____ 2. He shows me everything.	present, shows
_____ 3. Bill is taking algebra.	present, is taking
_____ 4. I will be there soon.	future, will be
_____ 5. Michael is going to be there soon.	future, is going

4.	
Sometimes there are modifiers in a sentence that tell us when the action takes place. LOOK AT the following examples. CIRCLE the words that tell when the action takes place.	
Next week, I will go to school.	next week
Last Monday, I took the test.	Last Monday
If there are modifiers in a sentence that tell when the action takes place, it is important that the time of the verb (past, present or future) agrees with the modifier.	
LOOK AT the following sentences. The verbs are circled. The modifiers that tell when the action takes place are underlined.	
1. Next year, she was eleven.	
2. Next year, she will be eleven.	
The modifiers in the above sentences refer to the: ☐ past ☐ present ☐ future	future
To what time does the verb of sentence one refer? ______________	past
To what time does the verb of sentence two refer? ______________	future
In which of the sentences does the time of the verb agree with that of the modifier? ☐ sentence 1 ☐ sentence 2	sentence 2

5.

READ each of the following sentences. The modifier in each is enclosed in a box. Only one of the underlined verbs (in parentheses) agrees in time with the modifier.

For each sentence, WRITE the time of the modifier in the blank labeled time.

WRITE the verb that agrees with the modifier in the blank labeled verb. The first example is done for you.

$\boxed{\text{In 1842}}$ he (went, goes) to New York.

time: past

correct verb: went

$\boxed{\text{In a few days}}$ he (goes, will go) to Cuba.

time: ____________

correct verb: ____________

future
will go

$\boxed{\text{Next month}}$ I (saw, will see) that movie.

time: ____________

correct: ____________

future
will see

He (was, is going to be) home $\boxed{\text{lastnight.}}$

time: ____________

correct: ____________

past
was

He (used to do, is doing) that $\boxed{\text{right now.}}$

time: ____________

correct: ____________

present
is doing

6.

CHECK the sentences in which the time of the modifier does not agree with the time of the verb.

☐ Last October, I will be in Paris.	Last October. . .
☐ Soon, she is going to Peru.	Soon, she is . . .
☐ In 1942, I am staying in Chicago.	In 1942, I . . .
☐ Next year, she will be president of the club.	
☐ Since 1865, we are having five wars.	Since 1865, we . . .

7.

Besides matching the time of the rest of the sentence, verbs must also match their subjects.
It is a common mistake not to match subjects with verbs; READ the following to see how you can avoid this mistake.

This list shows how the verb see agrees with different pronoun subjects:

Subject	Verb Form
I	see
You	see
He, she, it	sees
We	see
You	see
They	see

See is an easy verb to make agree with its subject, because almost all of the verb forms are the same (LOOK AT the table above). Which verb form is different from the rest? ________________	sees
Which subjects are used with this different form? ________________	he, she, or it
COMPLETE this sentence using a form of the verb see from the table above; make sure subject and verb agrees. As he rounds the corner of the circus trailer, he ________________ an enormous gorilla staring straight at him.	sees

8.

LOOK AT the subjects and the form of the verb that agrees with it.

Subject	Verb Form
I	throw
You	throw
He, she, it	throws
We	throw
You	throw
They	throw

What subjects use the verb throw with an "s" added to it?	
☐ they	
☐ he	he
☐ it	it
☐ we	
☐ she	she
Using the word throw, COMPLETE these sentences.	
He ______________ that football well enough to make a professional team.	throws
She ______________ a baseball like a cat with boxing gloves on.	throws
I can ______________ better than you.	throw

9.

In the examples of the verbs see and throw, the subject pronouns he, she, and it use verb forms with an "s" added to the end. This is true of most verbs.

You say I work, you work, we work, and they work, but you say he works, she works, and it works.

MATCH the verb form with its SUBJECT. If I, You, we, or they subjects are used, use the verb, such as see. If he, she, or it subjects are used, ADD an "s" to the end of the verb.

CHECK the sentences below in which subject and verb DO NOT agree:

☐ We breathes every minute of the day.	We breathes. . .
☐ He breathes slowly, as if he were winded.	
☐ This question puzzles me.	
☐ He puzzle over that problem for a long time.	He puzzle. . .
☐ You dances so great; I wish I could dance like you.	You dances. . .

10.	
You have seen that the following verbs require an "s" at the end when they are used with he, she, or it.	
run throw breathe see dance	
These are present verbs. If you wanted to talk about the past, you would say, for example, he danced.	
If you wanted to speak of the future, you would say, he will dance.	
Therefore, the rule about adding an "s" to the verb when he, she or it are the subjects applies only to:	
☐ present verbs ☐ past verbs ☐ future verbs	present verbs
11.	
CHECK the pronouns below that would require a present verb to end in s.	
☐ I ☐ you ☐ he ☐ she ☐ it ☐ we ☐ you ☐ they	he she it
FILL IN the blanks:	
You add an "s" only to _______________ (present/past/future) verbs when you use he, she, or it subjects.	present

12.

So far, we've only covered agreement of PRONOUN subjects with verbs. In many sentences, subjects are not pronouns, they are nouns. It's easy to tell which noun subjects agree with verb forms.

FIND the subject. ASK yourself if it is a he, she, or it, subject. In other words, is the subject a single person or thing?

IF the subject is a single person or thing, it takes a verb ending in "s," such as sees. If the subject is NOT a single person or thing, it takes the normal form of verb, such as see.

CIRCLE the subjects below that are single persons or things:

Bill goes to the circus.	Bill
George and Marcia ride on the roller coaster.	
The men walk down the stairs.	
This cart goes very roughly.	cart
The dog walks down the hill.	dog
This car rides very roughly.	car
The man walks down the stairs.	man
All of them need to be happy.	
The mouse runs up the clock.	mouse

FILL IN the blank:

If the subject of a sentence is a ______________ person or thing, you add an "s" to the verb form.	single

13.

Some subjects are hard to classify as single persons or things. For example, READ this sentence:

Either Bob or Becky will carry the books.

At first glance, the subject Either Bob or Becky may seem to be plural. It is NOT. It is singular because EITHER Bob OR Becky--ONLY ONE OF THEM--will carry the books.

Other subjects are like this too, and the easiest way to find them is to remember the key words with which they begin:

neither
either
each

CHECK the sentences with singular subjects below:

☐ Each of the thirty men wears a uniform.	Each of the thirty . . .
☐ George and Roger both want the job.	
☐ Either one of them knows what to do.	Either one of . . .
☐ Each person in this room needs to know.	Each person . . .
☐ Neither you nor Shirlee is right all the time.	Neither you . . .
☐ Boys will be boys.	
FILL IN the blanks:	
Subjects beginning with neither, either, or each are _______________(singular/plural) subjects	singular
and need a verb form ending in the letter _______________.	s

14.	
CIRCLE the correct verb form in each of the sentences. The first sentence is done for you.	
She (know, [✓ knows]) what's wrong.	
I (see, sees) what you (mean, means).	see, mean
Charles always (stand, stands) in the back.	stands
You (write, writes)with great force.	write
Watch those guys when they (hand, hands) over the key.	hand
We never (say, says) no.	say
This ball (bounce, bounces) high.	bounces
He always (answer, answers) courteously.	answers
Mary and Jean (giggle, giggles).	giggle
Neither of them (say, says) much; they don't have to.	says
Each of the boys (know, knows) he can do better.	knows

15.	
CHECK the sentences below that do not have correct verb forms. (The verb form is underlined).	
☐ Each of the 23 guys works in the shop.	
☐ You gives me a pain in the neck.	You gives . . .
☐ I wants to help you.	I wants . . .
☐ This car always breaks down.	
☐ They speaks softly.	They speaks. . .
☐ We love skating.	
☐ Neither Bill nor Sam want more than they have.	Neither Bill nor . . .
☐ The dogs bark whenever they see me.	
☐ This knife always fall down.	This knife . . .

16.

With some verbs, "es" has to be added instead of "s." For example, LOOK AT these two verbs. (The time of the verb is present)

Subject	Verb Form	Subject	Verb Form
I	do	I	go
You	do	You	go
He, she, it	does	He, she, it	goes
We	do	We	go
You	do	You	go
They	do	They	go

FILL IN the blanks in the sentences below with the correct form of either do or go.

(go)	She never ________ out after dark.	goes
(go)	They ________ everywhere together.	go
(do)	It simply ________ not work.	does
(do)	Please ________ your homework now.	do
(go)	Mary ________ on vacation in June.	goes
(do)	You always ________ the easy work.	do
(go)	Birds ________ South in winter.	go
(do)	The screw ________ the trick.	does

17.

CHECK the sentences below that do not have correct verb forms. The verbs are underlined.

☐ Bill and Joe goes home at five.	Bill and Joe . . .
☐ He does good work most of the time.	
☐ Each man goes home.	
☐ The pillow goes on the sofa.	
☐ The fresh air do me good.	The fresh air . . .
☐ You always go in the other direction.	
☐ We does it faster.	We does it . . .
☐ I go where you go.	
☐ When do the train leave?	When do . . .
☐ How old does you have to be to vote?	How old does . . .
☐ Neither of the two go often.	Neither of the two . . .

18.

Most verbs that are in the past have the same form for any subject. For example,

I shouted.

You shouted.

He shouted.

FILL IN the past form of the verb in parentheses for each of the sentences below. The first is done for you.

(walk)	She __walked________.	
(rain)	It ________________.	rained
(talk)	We ________________.	talked
(laugh)	They ________________.	laughed
(play)	Mary ________________.	played
(plead)	Mary and Bill ________________.	pleaded

FILL IN the blank:

Most verbs in the past have ________________ (different/the same) forms for all subjects.	the same

19.	
Future verbs, too, have the same form for all subjects. The word "will" (sometimes abbreviated 'll, as in I'll) is used with the normal form of the verb for all subjects. For example:	
I will shout. You will shout. They'll shout. He will shout. They will shout. She'll shout.	
FILL IN the future form of the verb in parentheses for each of the sentences below:	
(walk) She ________________.	will walk
(laugh) They ________________.	will laugh
(run) He ________________.	will run
20.	
FILL IN the proper future or past tense for the subjects below:	
FILL IN FUTURE TENSE	
(wash) John ________________ the car.	will wash
(swallow) The frog ________________ the fly.	will swallow
(listen) Karen, you ________________ to the teacher.	will listen
FILL IN PAST TENSE	
(wash) John ________________ the car.	washed
(swallow) The frog ________________ the fly.	swallowed
(listen) Karen, you ________________ to the teacher.	listened
FILL IN the blanks:	
Most verbs in the past AND future tenses have ________________ (the same/different) forms for any subject.	the same

21.

In matching a verb to its subject, we have to be careful about the verb "is."

STUDY the following:

Present	Past
I am	I was
You are	You were
He, she, it is	He, she, it was
We are	We were
You are	You were
They are	They were

FILL IN the blanks in the following sentences with the appropriate form of the verb above. (The first one is done for you).

(present)	I am extremely enthusiastic today.	am
(past)	She ________ already at home.	was
(present)	You ________ definitely right.	are
(past)	We ________ just about to mention that.	were
(present)	They ________ always late.	are
(past)	I ________ feeling fine before you came.	was
(present)	It ________ a fine thing that you are doing.	is
(past)	He ________ a lawyer before he became a judge.	was
(present)	I ________ always ready.	am
(past)	You ________ the last person I saw there.	were

22.

For each of the sentences below, FILL IN the blank with the appropriate form of the verb in parentheses that precedes it. Use only present verb forms.

(is) I ________________ on the wrong train.	am
(play) My friend ________________ a mean game of chess.	plays
(go) We ________________ wherever we are told.	go
(know) You ________________ the right answer.	know
(do) It ________________ a great deal of harm.	does
(is) We ________________ pleased to accept.	are
(jump) They ________________ like kangaroos.	jump
(go) She only ________________ to the movies rarely.	goes
(do) The price ________________ not matter.	does

23.

In matching a verb to its subject, you also have to be careful of the verb "has."

STUDY the following:

Present	Past
I have	I had
You have	You had
He, she, it has	He, she, it had
We have	We had
You have	You had
They have	They had

FILL IN the blanks in the following sentences with the appropriate form of the verb above.

(present)	I ________________ a bad cold.	have
(past)	She ________________ her chance and lost.	had
(present)	You ________________ a right to disagree.	have
(past)	We ________________ a great party last night.	had
(present)	They ________________ a magnificent view.	have
(past)	I ________________ a great idea.	had
(present)	It ________________ a nice sound to it.	has

24.

FILL IN the correct form of the verb "has" in each of the blanks below.

(present)	You ________ your nerve!	have
(past)	The ants ________ a picnic.	had
(present)	The forest ________ a forbidding look.	has
(present)	The sofas ________ red upholstery.	have
(present)	We ________ your number.	have
(past)	Jane ________ rheumatic fever when she was a child.	had
(present)	The policeman ________ a new badge.	has

25.

The verbs in the following sentences are underlined. CHECK any sentences with an incorrect verb.

☐ He always do it well.	He always . . .
☐ On a cold day, it is hard to skate.	
☐ Last Monday, I were thirty-nine.	Last Monday. . .
☐ I knows why you are angry today.	I knows . . .
☐ The pencil go in the top drawer always.	The pencil . . .
☐ Bernie had an umbrella yesterday.	
☐ I does it this way all the time.	I does it . . .
☐ Today we is united in friendship.	Today we . . .
☐ I waited for you all night.	
☐ When we was young, we was happy.	When we . . .

26.	
UNDERLINE the correct verb in each of the sentences below.	
One of them (see, sees) the book.	sees
Both of the dogs (has, have) spots.	have
Neither of the men (was, were) ready.	was
None of the people (want, wants) to go home.	wants
One of them (is, are) tall.	is
Each of them (has, have) a different excuse.	has
27.	
CHECK the sentences that do not have the correct verb forms. The verbs are underlined.	
☐ I does my work without complaining.	I does my. . .
☐ The clocks tick softly.	
☐ Neither of them see his mistake.	Neither of them . .
☐ You was not sick yesterday.	You was not. . .
☐ Last year, I will be old enough to vote.	Last year, I . . .
☐ The sun goes down in the West.	
☐ None had a chance.	
☐ We was about to leave.	We was . . .
☐ They are innocent.	
☐ The duck quacked shrilly.	

28.

REVIEW

Before you go to the Mastery Test on this lesson, review these important points by filling in the blanks:

MATCH the tense of the verb to the TIME of the sentence.

In 1492, Columbus _______________ (discovers, will discover, discovered) America.	discovered
In 1984, I _______________ (know, will know, knew) less than I do now.	will know

MATCH a verb with its SUBJECT:

Neither of the men _______________ (work, works) hard.	works
I _______________(go, goes) to the shopping center every day.	go
They _______________ (love, loves) the good life.	love
Everitt _______________ (makes, will make) a a pie tomorrow.	will make
Maria _______________ (behaves, behaved, behave) very well at the party yesterday.	behaved
She _______________ (is, are, am) staying at school today.	is
They _______________ (is, are, am) sure they're right.	are
We _______________ (has, have) all we need.	have
She _______________ (has, have) the pencil.	has

Time completed _______________

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

PARTS OF SPEECH	
NOUN	Examples: Man is a noun. John is a noun. Love is a noun. Manly, loves, and is are NOT nouns. A noun is a word that stands for: (1) persons, places, or things (2) names of persons, places, or things (3) abstract things
PRONOUNS	Examples: He, she, and it are pronouns. The pronoun he can replace the noun John. Pronouns replace nouns.
VERBS	Examples: Jumps is a verb Is is a verb. Did is a verb. Verbs tell about action. They describe what a noun or pronoun does or is.
MODIFIERS	Examples: In the sentence, He ran slowly, slowly is a modifier modifying ran. In the sentence Tom is lazy, lazy is a modifier modifying Tom. A modifier is a word that tells something about another word. A modifier describes, restricts, or changes the meaning of the word it modifies.
ADJECTIVES	Examples: In the sentence The car is red, red is an adjective modifying car. In the sentence The swift bird flew, swift is an adjective modifying bird. Adjectives modify nouns.

ADVERBS

Examples:

In the sentence The bird flew swiftly, swiftly is an adverb modifying the verb flew.

In the sentence The soup is extremely hot, extremely is an adverb modifying the adjective hot.

Adverbs modify verbs and adjectives.

(TELLING ADJECTIVES AND ADVERBS APART)

(Irregular Adjective and Adverb Modifiers: Good and Well)

Examples:

In the sentence The movie is good, good is an adjective modifying the noun movie.

In the sentence He worked well, well is an adverb modifying the verb worked.

In the sentence You look well, well is an adjective modifying the pronoun you.

Good is an adjective.
Well is an adjective too when it means healthy. Otherwise it is an adverb.

Examples:

Soft is an adjective.
Softly is an adverb.

Many adjectives and adverbs look alike except for their endings. Adverbs often end with ly.

WHAT IS A SENTENCE?

Examples:

The building is tall is a sentence.
The tall building is not a sentence.

A sentence always tells something: what is, what someone or something is doing, or what happened.

Subject

Examples:

In the sentence The building is tall, building is the subject.

In the sentence He sings well, he is the subject.

The subject of a sentence is a noun or pronoun.

Understood Subject	Examples: In the sentence John does his homework the subject is John. In the sentence Do your homework! you is the understood subject. Sometimes the subject of a sentence is not stated directly. In these sentences, the subject is usually you.
What every Sentence Must Have	Every sentence must have a subject and a verb.
AGREEMENT OF SUBJECT AND VERB	Examples: In the sentence: Tom sees the airplane, the verb sees agrees with the subject Tom. In the sentence Yesterday Tom laughed, the verb laughed agrees with the time of the rest of the sentence. In the sentence: Tom see the airplane, the verb see does NOT agree with the subject Tom. In the sentence Yesterday Tom laughs, the verb laughs does NOT agree with the time of the rest of the sentence. Verbs must agree with or match: 1. the time of the rest of the sentence; 2. the subject of the sentence.
Verb Forms	Examples: John runs away. He does his homework.
Singular Verbs	Singular verbs often add s or es at the end.
Past Verbs	Example: Yesterday he looked. Past verbs often add ed at the end.
Future Verbs	Example: Tomorrow I will look. Future verbs often use will.
(Special Cases) Irregular Verbs:	Examples: (present) I do it. (past) I did it. (present) He is here. (past) Yesterday he was here.

PARTICIPLES	Examples: Tom has done his homework. We have gone there before. Verbs that are made up of several parts are called participles.
PAST PARTICIPLES	Examples: She has decided to go. Rick had joined the army. Verbs using have, has, or had are called past participles.
How to form past participles most of the time	Many verbs form their past participles by: 1. using has, had, or have; and 2. adding ed at the end.
Irregular verbs	Some verbs do not form their past participles by using the rules above. These are irregular verbs, and you just have to memorize them.

MASTERY TEST

Time started ________________

PART I

DIRECTIONS: In each of the sentences below, the verb has been underlined. CHECK only the sentences in which the verb is NOT correct.

1. ☐ Bill and Harvey was good friends.
2. ☐ During the spring, you was in Texas.
3. ☐ Next week, I will go home.
4. ☐ None of the boys want to go home.
5. ☐ Either of the two has my permission.
6. ☐ Some people fears the power of the unions.
7. ☐ Some of the workers was unhappy about the low wages.
8. ☐ Since 1900, sales go up and up.
9. ☐ One of them is George Hamilton.
10. ☐ I has a music lesson today.

PART II

CHECK the verb which correctly completes each sentence below:

11. Most of them _______________ to be tap dancers.

a. ☐ want
b. ☐ wants

12. One of the girls _______________ how to juggle.

a. ☐ know
b. ☐ knows

13. Most doctors _______________ our product.

a. ☐ prefer
b. ☐ prefers

PART II (CONTINUED)

14. Either _______________ fine.

a. ☐ is
b. ☐ are

15. Each of the children _______________ happy.

a. ☐ was
b. ☐ were

Time completed _______________

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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ADVANCED
GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

PAST VERB FORMS
LEVEL: III
UNIT: 4
LESSON: 14

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

1.

Sometimes verbs that describe a single action are made up of more than one word. LOOK AT the following examples:

Henry votes for John.

Henry is voting for John.

In both of the sentences above, the action is the same. The verb in the first sentence is a single word: votes. The verb in the second sentence is made up of two words: is voting.

Now READ these examples:

Henry voted for John.

Henry had voted for John.

Both of the above sentences describe the same action. The verb in the first sentence is the word ____________. The verb in the second sentence is made up of two words, ______________ and _______________.

voted

had voted

2.

Such words as can, may, shall, should, could, would, will, has, had, have, is, was and did are often paired with other verbs to form two or three-part verbs. For example, READ the following sentences. The two or three-part verbs are underlined.

1. They can tell when someone is missing.
2. I should have done my homework.
3. Mary will buy the black sweater.
4. John really did try.

Now READ the following sentences. In each sentence, find the two-part verb, and UNDERLINE it.

1. The teacher may give a test tomorrow.	may give
2. We could have gotten an extra day off.	could have gotten
3. She has suffered from a cold for two weeks.	has suffered
4. Bob is selling his car.	is selling
5. We should have eaten before the movie started.	should have eaten

3.

In many sentences with two or three-part verbs, the verbs are separated by other words. This happens whenever sentences are in the form of questions.

READ the following sentences. The parts of the verb are underlined.

Is he coming?

He is probably looking for us.

Have you finished yet?

I could not have told a lie.

UNDERLINE the parts of the verbs in these sentences?

1. Have you ever played tennis?	have played
2. He should never have gone to Chicago.	should have gone
3. Has he brought the lunches?	has brought
4. I had almost forgotten them.	had forgotten
5. Would he have liked that book?	would have liked

4.

In each sentence UNDERLINE all parts of the verb. Some sentences have only one part verbs.

1. Have you looked for me?	have looked
2. He must have waited for three hours.	must have waited
3. Who has been calling you?	has been calling
4. I will see him to the door.	will see
5. I collected my things.	collected
6. Will you stay here later?	will stay
7. You can still come to the party.	can come
8. I parked the car.	parked

5.

PREVIEW FRAME

In this lesson, you will study in detail the two and three-part verbs which use the words has, had and have. You will discover that these words require a special form of the verb for the last part. You will learn the correct form for some of the more difficult verbs.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

6.	
The verb form that contains the words has, had or have is called the past participle (PAR tih sip ul) of the verb.	
WRITE the letters PP next to each sentence below which contains a past participle.	
_____ I had decided to go before he called.	PP
_____ I studied very hard for the exam.	
_____ He already knows everyone's name.	
_____ Can you help me?	
_____ Has he eaten dinner yet?	PP
_____ Tom has skiied for ten years.	PP
7.	
CIRCLE the word in each of the following sentences that indicates that the past participle form of the verb is needed.	
1. I would have liked to go too.	have
2. They might have finished by now.	have
3. He had decided to go back to school.	had
4. She had already started to leave.	had
5. They had already arrived when we got there.	had

8. WRITE the three words that are used with the past participle form of a verb. ____________ ____________ ____________	has had have (any order)
9. READ the following sentences, paying special attention to the verbs. 1. I walk to the store. 2. I walked to the store. 3. I have walked to the store. For the above verb, the past participle form of the verb is the same as the past tense of the verb. The past participle, in this case, is formed by adding the letters "ed" to the present tense of the verb. WRITE the form of the verb "to walk" under each of the descriptions below. Present Past Past Participle __________ __________ __________	walk; walked; walked

10.

READ the following sentences:

I help my teacher.

I helped my teacher.

I have helped my teacher.

WRITE the correct form of the verb "to help" under each of the following descriptions.

Present Past Past Participle

____________ ____________ ____________

help; helped; helped

11.

Many verbs form the past participle by adding the letters "ed" to the present tense of the verb.

In each pair of sentences below, the verb in the first sentence is in the present tense. In each pair, the second sentence requires the past participle of the verb, because it contains the word had, has or have.

FILL IN the past participle form of the verb in each of the sentences below.

I wait on this corner every morning.

I had ____________ on this corner for three hours.

waited

You stay here for a while.

You have ____________ here too long.

stayed

He can help you.

He has ____________ you.

helped

PANEL 1

IRREGULAR PAST PARTICIPLES ENDING IN "EN"

PRESENT	PAST	PAST PARTICIPLES
speak	spoke	spoken
give	gave	given
drive	drove	driven
weave	wove	woven
take	took	taken
write	wrote	written
get	got	gotten

12.	
You have learned that many verbs form the past participle by adding the letters ________ to the present tense of the verb. However, there are many verbs which do not follow this rule. In other words, many verbs have past participles which do not follow the general rule. The past participles of these irregular verbs should, therefore, be learned by:	ed
☐ applying the rule	
☐ memorizing each one	memorizing . . .
13.	
REFER TO PANEL 1 (page 8).	
WRITE the past participle of each of these verbs.	
1. He speaks. He has ________.	spoken
2. I write. I have ________.	written
3. She weaves. She had ________.	woven
4. He takes. He has ________.	taken
5. We got. We have ________.	gotten
6. You drive. You have ________.	driven
7. I give. I had ________.	given

14.

REFER TO PANEL 1

These irregular verbs all have past participles that end with the letters "en." STUDY the chart. Then READ each of the following sentences and DECIDE whether the sentence needs a present tense verb, a past tense verb, or a past participle. Use the past participle only if the verb contains the word has, had or have.

FILL IN the correct form of the verb indicated for each sentence.

(to weave)	1. She has ________________ a beautiful rug.	woven
(to take)	2. They had ________________ too long.	taken
(to speak)	3. You may ________________ now.	speak
(to write)	4. They should ________________ home more often.	write
(to drive)	5. He has ________________ for 200 miles.	driven
(to get)	6. Have you ________________ a letter this week?	gotten
(to give)	7. Please ________________ it to me.	give

15.

REFER TO PANEL 1

WRITE the correct form of the verb in each of the following sentences.

(to speak)	1.	He has ______________ for two hours already.	spoken
(to write)	2.	We should have ______________ sooner.	written
(to drive)	3.	He can ______________ very well.	drive
(to get)	4.	I think I should have ______________ a better grade.	gotten
(to take)	5.	We all ______________ our seats as soon as we arrived.	took
(to weave)	6.	She has ______________ the threads together.	woven
(to give)	7.	Has he ______________ you the book?	given

16.

In each of the following sentences, choose the correct form of the verb and WRITE it in the blank.

(woved, woven)	1. She has _______________ a carpet.	woven
(speaked, spoken)	2. They had _______________ to her yesterday.	spoken
(took, taken)	3. He had _______________ his time getting her.	taken
(wrote, written)	4. They _______________ a book together.	wrote
(got, gotten)	5. I _______________ a new guitar.	got
(droved, driven)	6. You have _______________for too long.	driven
(gave, given)	7. He has _______________ his promise.	given

PANEL 2

PAST PARTICIPLES ENDING WITH "N"

PRESENT	PAST	PAST PARTICIPLES
wear	wore	worn
tear	tore	torn
fly	flew	flown
know	knew	known
see	saw	seen

17.	
REFER TO PANEL 2	
WRITE the past participle of each of these verbs.	
1. He knew her name. He had ________________ her name.	known
2. She tore her dress. She has ________________ her dress.	torn
3. They wear strange clothes. They have ________________ strange clothes.	worn
4. I fly to New York annually. I have ___________ to N.Y. many times.	flown
5. You should see that movie. You should have ________________ that movie.	seen
18.	
REFER TO PANEL 2.	
READ the following sentences and DECIDE which form of the verb to use. Remember that the words has, had and have indicate that the past participle is needed. WRITE the correct verb form in each blank.	
(to wear) 1. I should have ________________ a warmer coat.	worn
(to know) 2. You ________________ her name, don't you?	know
(to see) 3. He had ________________ all he wanted to see.	seen
(to fly) 4. They have ________________ many times.	flown
(to tear) 5. Has he ________________ the cover of the book?	torn

19.

REFER TO PANEL 2

FILL IN the correct form of the verb in each of these sentences.

(to see)	1.	Have you ever ________ a rainbow?	seen
(to fly)	2.	You can ________ if you want to.	fly
(to know)	3.	He should have ________ we were coming.	known
(to wear)	4.	He has ________ that shirt for a whole week.	worn
(to tear)	5.	They had ________ it up before I could stop them.	torn

20.

For each of the following sentences, SELECT the correct verb form and WRITE it in the blank.

(weared, worn)	1.	He has always ________ his hair that way.	worn
(saw, seen)	2.	I ________ him coming.	saw
(flew, flown)	3.	We would have ________, but it cost too much.	flown
(teared, torn)	4.	He has ________ his pants again.	torn
(knowed, known)	5.	She should have ________ better.	known

21.

STUDY these two verb forms:

Present	Past	Past Participle
sing	sang	sung
swing	swung	swung

What is the past participle of the verb "to sing?" ________	sung
What is the past participle of the verb "to swing?" ________	swung
COMPLETE these sentences by FILLING IN the correct form of the verb indicated.	
(to sing) 1. He ________ all evening long.	sang
(to sing) 2. She had ________ the song many times.	sung
(to swing) 3. They could have ________ for hours.	swung
(to swing) 4. He had ________ from that tree when he was a boy.	swung

22.

SELECT the correct form of the verb and WRITE it in the blank.

(singed, sung) 1. They have ________ that song before.	sung
(swinged, swung) 2. I had ________ the sack over my shoulder.	swung

23.

STUDY these two verb forms:

Present	Past	Past Participle
stand	stood	stood
understand	understood	understood

What is the past participle of the verb "to stand?" ________	stood
What is the past participle of the verb "to understand?" ________	understood
FILL IN the correct verb forms in these sentences:	
(to stand) 1. I had ________ in line for hours.	stood
(to understand) 2. Can you ________ what he says?	understand
(to understand) 3. Have you ________ everything so far?	understood
(to stand) 4. You should not ________ in the rain.	stand

24.

SELECT the correct verb form and WRITE it in the blank.	
(standed, stood) 1. They could have ________ there for hours waiting for a taxi.	stood
(understanded, understood) 2. He hadn't ________ a single word.	understood

25.

STUDY the following chart.

Present	Past	Past Participle
am, is, are	was, were	been
have, has	had	had

COMPLETE the following pairs of sentences with the correct verb form.

1. She is happy. She has ______________ happy.	been
2. I am bored. I have ______________ bored.	been
3. They have enough. They have ______________ enough.	had
4. He has troubles. He has ______________ troubles.	had

26.

STUDY the following verb forms:

Present	Past	Past Participle
is, am	was, were	been
has, have	had	had

FILL IN the correct form of the verb in these sentences:

(to be)	1. She had ______________ sick for two weeks.	been
(to be)	2. They should have ______________ ready at noon.	been
(to have)	3. He has ______________ plenty of time.	had
(to have)	4. I ______________ my chance, but I lost.	had
(to have)	5. Have you ______________ a good time?	had
(to be)	6. I ______________ not happy.	am

27.

SELECT the correct form of the verb to complete each of these sentences, and WRITE it in the blank.

(were, been)	1. They ______________ at the store.	were
(had, have)	2. He has ______________ fun.	had

28.

STUDY these verb forms:

Present	Past	Past Participle
come	came	come
run	ran	run

For both of the above verbs, the past participle form is the same as the: ☐ present tense form ☐ past tense form	present tense form
COMPLETE the following pairs of sentences by writing the correct verb form.	
1. I come to every class. I have ______________ to every class.	come
2. They came quickly. They had ______________ quickly.	come
3. They ran away. They have ______________ away.	run
4. He runs slowly. He has ______________ slowly.	run

29.

LOOK AT the chart below.

Present	Past	Past Participle
run	ran	run
come	came	come

FILL IN the correct form of the verb in these sentences:

(to come)	1. I should have ____________ earlier.	come
(to come)	2. Has he ____________ every week?	come
(to run)	3. I ____________ around the block.	ran
(to run)	4. I could not have ____________ any faster.	run

30.

SELECT the correct verb form and WRITE it in the blank.

(ran, run)	1. They ____________ toward the accident.	ran
(came, come)	2. He would have ____________ if he had been invited.	come

PANEL 3

PAST PARTICIPLES OF IRREGULAR VERBS
(The verbs are listed in alphabetical order)

PRESENT	PAST	PAST PARTICIPLES
am, is, are	was, were	been
come	came	come
drive	drove	driven
fly	flew	flown
get	got	gotten
have, has	had	had
know	knew	known
run	ran	run
see	saw	seen
sing	sang	sung
speak	spoke	spoken
stand	stood	stood
swing	swung	swung
take	took	taken
tear	tore	torn
understand	understood	understood
wear	wore	worn
weave	wove	woven
write	wrote	written

31.

REVIEW FRAME

REFER TO PANEL 3 (page 21).

COMPLETE these sentences with the correct form of the verb.

(sing)	1. Our glee club ________________ at City Hall last Thanksgiving.	sang
(under-stand)	2. If we had ________________ the directions we would not have gone so far out of the way.	understood
(speak)	3. She has often ________________ highly of you.	spoken
(be)	4. There have ________________ many new courses added to the curriculum.	been
(fly)	5. Each year birds ________________ to warmer climates during the winter.	fly
(tear)	6. Our clothing had been ________________ on the barbed wire as we made our escape.	torn
(have)	7. I ________________ three polio shots before I could attend camp.	had
(run)	8. The first race already has been ________________, the second race will begin soon.	run
(know)	9. If my friend had not received the note, he would not have ________________ about the surprise party.	known
(get)	10. I ________________ on the wrong train and was late for work.	got
(take)	11. Carl has ________________ drum lessons for many years.	taken
(fly)	12. The papers had ________________ out the window.	flown
(write)	13. Many books have been ________________ on the art of golf.	written

32.

REVIEW FRAME

REFER TO PANEL 3

SELECT the correct form of the verb and WRITE it in the blank.

(weaved, woven, woved) The material had been ________________ in Greece.	woven
(swung, swang, swinged) The branches _____________ so violently that they almost cracked.	swung
(drived, driven, drove) The unpleasant man had ________________away all of his friends.	driven
(seen, saw) All of us have _______________ that film.	seen
(wore, worn) The book bindings had been badly _______________ by the end of the school year.	worn
(standed, stood) The children had ________________ for several hours to watch the parade.	stood

Time completed _____________.

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

PARTS OF SPEECH	
NOUN	Examples: Man is a noun. John is a noun. Love is a noun. Manly, loves, and is are NOT nouns. A noun is a word that stands for: (1) persons, places, or things (2) names of persons, places, or things (3) abstract things
PRONOUNS	Examples: He, she, and it are pronouns. The pronoun he can replace the noun John. Pronouns replace nouns.
VERBS	Examples: Jumps is a verb Is is a verb. Did is a verb. Verbs tell about action. They describe what a noun or pronoun does or is.
MODIFIERS	Examples: In the sentence, He ran slowly, slowly is a modifier modifying ran. In the sentence Tom is lazy, lazy is a modifier modifying Tom. A modifier is a word that tells something about another word. A modifier describes, restricts, or changes the meaning of the word it modifies.
ADJECTIVES	Examples: In the sentence The car is red, red is an adjective modifying car. In the sentence The swift bird flew, swift is an adjective modifying bird. Adjectives modify nouns.

ADVERBS	Examples: In the sentence The bird flew swiftly, swiftly is an adverb modifying the verb flew. In the sentence The soup is extremely hot, extremely is an adverb modifying the adjective hot. Adverbs modify verbs and adjectives.
(TELLING ADJECTIVES AND ADVERBS APART)	
(Irregular Adjective and Adverb Modifiers: Good and Well)	Examples: In the sentence The movie is good, good is an adjective modifying the noun movie. In the sentence He worked well, well is an adverb modifying the verb worked. In the sentence You look well, well is an adjective modifying the pronoun you. Good is an adjective. Well is an adjective too when it means healthy. Otherwise it is an adverb. Examples: Soft is an adjective. Softly is an adverb. Many adjectives and adverbs look alike except for their endings. Adverbs often end with ly.
WHAT IS A SENTENCE?	Examples: The building is tall is a sentence. The tall building is not a sentence. A sentence always tells something: what is, what someone or something is doing, or what happened.
Subject	Examples: In the sentence The building is tall, building is the subject. In the sentence He sings well, he is the subject. The subject of a sentence is a noun or pronoun.

Understood Subject	Examples: In the sentence John does his homework the subject is John. In the sentence Do your homework! you is the understood subject. Sometimes the subject of a sentence is not stated directly. In these sentences, the subject is usually you.
What every Sentence Must Have	Every sentence must have a subject and a verb.
AGREEMENT OF SUBJECT AND VERB	Examples: In the sentence: Tom sees the airplane, the verb sees agrees with the subject Tom. In the sentence Yesterday Tom laughed, the verb laughed agrees with the time of the rest of the sentence. In the sentence: Tom see the airplane, the verb see does NOT agree with the subject Tom. In the sentence Yesterday Tom laughs, the verb laughs does NOT agree with the time of the rest of the sentence. Verbs must agree with or match: 1. the time of the rest of the sentence; 2. the subject of the sentence.
Verb Forms	Examples: John runs away. He does his homework.
Singular Verbs	Singular verbs often add s or es at the end.
Past Verbs	Example: Yesterday he looked. Past verbs often add ed at the end.
Future Verbs	Example: Tomorrow I will look. Future verbs often use will.
(Special Cases) Irregular Verbs:	Examples: (present) I do it. (past) I did it. (present) He is here. (past) Yesterday he was here.

PARTICIPLES	Examples: Tom has done his homework. We have gone there before. Verbs that are made up of several parts are called participles.
PAST PARTICIPLES	Examples: She has decided to go. Rick had joined the army. Verbs using have, has, or had are called past participles.
How to form past participles most of the time	Many verbs form their past participles by: 1. using has, had, or have; and 2. adding ed at the end.
Irregular verbs	Some verbs do not form their past participles by using the rules above. These are irregular verbs, and you just have to memorize them.

MASTERY TEST

Time started ________________

PART I

In each of the following sentences, DECIDE whether the underlined verb form is correct or incorrect. CHECK only the sentences containing verbs that are not correct.

1. ☐ He had been in the sun for too long.

2. ☐ They flown all the way from here to Viet Nam.

3. ☐ He was so angry that he teared up his application.

4. ☐ You have came just in time.

5. ☐ She has torn her dress again.

6. ☐ The Indians have weaved beautiful rugs for centuries.

7. ☐ He drove us to the shore.

8. ☐ Have you took your time ?

9. ☐ The guard standed perfectly still all afternoon.

10. ☐ They ran so fast that no one could catch them.

PART II

11. She _______________ the tickets last night.

- a. ☐ get
- b. ☐ got
- c. ☐ gotten

12. No one has _______________ for hours.

- a. ☐ speaked
- b. ☐ spoke
- c. ☐ spoken

13. The teacher _______________ everyone a passing grade.

a. ☐ gived

b. ☐ gave

c. ☐ given

14. They _______________ they were wrong, but they did it anyway.

a. ☐ knew

b. ☐ knowed

c. ☐ known

15 Has anyone _______________ that movie yet?

a. ☐ see

b. ☐ saw

c. ☐ seen

16. The package had already _______________ when we arrived.

a. ☐ came

b. ☐ come

c. ☐ camed

17. Has he _______________ that song before?

a. ☐ sing

b. ☐ sang

c. ☐ sung

18. They have _______________ plenty of time to finish.

- a. ☐ has
- b. ☐ had
- c. ☐ have

19. You couldn't have _______________ me.

- a. ☐ understand
- b. ☐ understanded
- c. ☐ understood

20. She _______________ the gate shut after her.

- a. ☐ swing
- b. ☐ swinged
- c. ☐ swung

Time completed _______________

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

SPELLING MORE DIFFICULT WORDS

LEVEL: III
UNIT: 4
LESSON: 15

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

1. PREVIEW FRAME In this lesson, you will be introduced to another group of spelling demons -- words that are often misspelled because they are tricky in some way. The troublesome parts of the words will be pointed out to you, so that you will not have any difficulty with them. If you do not understand the meaning of any of the words in this lesson, refer to the word list at the end of the lesson. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME
2. LOOK AT the whole word: humorous How many o's are there in humorous? __________ How many u's are there in humorous? __________	2 2
3. Here is a sentence to help you remember the correct spelling of the word humorous: The moron was humorous . CIRCLE the letters that these words have in common: moron humorous	moron humorous
4. FILL IN the missing letters to complete this sentence He was more hu_____ous than she.	humorous

5. WRITE the number of the correct spelling of this word: 1. humerous 2. humorous 3. humurous	2
6. LOOK AT the whole word: hesitate The word hesitate is made up of three smaller words: he, sit and ate. DRAW LINES to divide this word into three smaller words: hesitate	he/sit/ate
7. Here is a sentence to help you remember the correct spelling of the word hesitate: He did not hesitate to sit while the others ate. FILL IN the missing letters in each of the following: __sitate he___ate hesit___	hesitate hesitate hesitate
8. FILL IN the missing letters to complete this sentence: He did not he___ate to sit while the others ate.	hesitate

9. WRITE the number of the correct spelling of the following word: 1. hezitate 2. hisetate 3. hesitate 4. hessiate	3
10. LOOK AT the whole word: splendid Here is a sentence to help you remember the correct spelling of the word splendid: He did a splendid job. CIRCLE the word did at the end of this word: splendid	splendid
11. FILL IN the missing letters to complete this sentence: He did a splen___ job.	splendid
12. WRITE the number of the correct spelling of this word: 1. splendid 2. splended	splendid

13. LOOK AT the whole word: acquire UNDERLINE the letter c in this word: acquire	acquire
14. Here is a sentence to help you remember that there is a c in the word acquire: Mac wanted to acquire a car. CIRCLE the letters that these words have in common: Mac acquire	Mac acquire
15. COMPLETE the following sentence by filling in the missing letters. Mac wanted to ____quire a car.	acquire
16. WRITE the number of the correct spelling of this word: 1. aquire 2. acquire 3. akquire 4. ackquire	2

17. CHECK any word that is misspelled. If all words are spelled correctly, CHECK "none misspelled." ☐ humerous ☐ hesitate ☐ splendid ☐ acquire ☐ none misspelled	humerous (should be humorous)
18. LOOK AT the whole word: syllable Here is a sentence to help you remember the correct spelling of the word syllable: He said sly and able syllables. CIRCLE the parts of these words which are the same: able syllable	able syllable
19. FILL IN the missing letters to complete this sentence: He wasn't able to say a single syll_____	syllable
20. WRITE the number of the correct spelling of this word: 1. syllabul 2. syllabel 3. syllble 4. syllable	4

21. LOOK AT the whole word: tablespoon CIRCLE the word table and UNDERLINE the word spoon in this word: tablespoon	tablespoon
22. PUT these two words together to form a single word, and WRITE it on the line provided: table spoon ________________	tablespoon
23. WRITE the number of the correct spelling of this word: 1. tablespoon 2. tabelspoon 3. tablesspoon 4. table spoon	1
24. SAY these words to yourself: artificial suspicion In each of the above words, the letters ci sound like the letters: ci si ch sh	sh

25. CIRCLE the letters in these two words that sound like the letters sh: artificial suspicion	artificial suspicion
26. FILL IN the missing letters to complete each of these words: artifi__al suspi__on	artificial suspicion
27. WRITE the number of the correct spelling of each of these words: 1. artifisial 2. artifitial 3. artifishial 4. artificial 1. suspicion 2. suspishun 3. suspichion 4. suspision	4 1
28. CHECK the word that is misspelled. If all words are spelled correctly CHECK "none misspelled." ☐ syllable ☐ table spoon ☐ artificial ☐ suspicion ☐ none misspelled	table spoon (should be tablespoon)

29. LOOK AT these two words: decent recently Here is a sentence to help you remember the correct spelling of both of these words: He decently recently lent me a cent. CIRCLE the word cent in each of these words: decent recently	decent recently
30. COMPLETE this sentence by filling in the missing letters: He de_____ly re_____ly lent me a cent.	decent recently
31. WRITE the number of the correct spelling of each of these words: 1. decent 2. desent 3. decint 1. reciently 2. resently 3. recently	1 3

32. LOOK AT the whole word: apparently Here is a sentence to help you remember the spelling of the word apparently: Apparently the apples aren't ready. CIRCLE the parts of these words which are the same: apple apparent	apple apparently
33. FILL IN the missing letters to complete the sentence: App_________ly the apples aren't ready.	apparently
34. WRITE the number of the correct spelling of this word: 1. apparently 2. apparantly 3. apperently 4. apperantly	1

35. LOOK AT the whole word: criticism Here is a sentence to help you remember the correct spelling of the word criticism: It is the job of a critic to hand out criticism. CIRCLE the word critic in this word: criticism How many c's are there in the word criticism? _____	criticism 2
36. FILL IN the missing letters to complete this sentence: It is the job of a critic to hand out cri_____ism.	criticism
37. WRITE the number of the correct spelling of this word: 1. critisicm 2. critism 3. criticism	3
38. CHECK the word that is misspelled. If all words are spelled correctly, CHECK " none misspelled". ☐ apparantly ☐ recently ☐ decent ☐ criticism ☐ none misspelled	apparantly (should be apparently)

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39.

REVIEW FRAME

MATCH each of the words below with the clue that will help you remember the correct spelling of the word.

A. able	1. _____ acquire	1. F
B. cent	2. _____ apparently	2. H and I
C. critic	3. _____ criticism	3. C
D. did	4. _____ decent	4. B
E. he, sit, ate	5. _____ hesitate	5. E
F. Mac	6. _____ humorous	6. G
G. moron	7. _____ recently	7. B
H. aren't	8. _____ splendid	8. D
I. apple	9. _____ syllable	9. A

40.

REVIEW FRAME

FILL IN the letters in these two words that sound like the letters "sh."	
artifi___al suspi___on	artificial suspicion
PUT these two words together to make a single word:	
table spoon	
_______________	tablespoon (not table spoon)

41. In the following frame, CHECK the word that is misspelled. If all words are spelled correctly, CHECK "none misspelled." ☐ recently ☐ syllabul ☐ artificial ☐ acquire ☐ none misspelled	syllabul (should be syllable)
42. CHECK the word that is misspelled in the list below: ☐ humorous ☐ desent ☐ criticism ☐ splendid ☐ none misspelled	desent (should be decent)
43. CHECK the word that is misspelled in the list below: ☐ hesitate ☐ suspision ☐ apparently ☐ tablespoon ☐ none misspelled	suspision (should be suspicion) Time completed ______________

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

WORD	DEFINITION
HUMOROUS	funny; full of humor, as a humorous joke
HESITATE	to be uncertain as to what to do or say; to pause undecidedly He hesitated before deciding which way to turn
SPLENDID	shining; brilliant; showy; magnificant; grand; excellent The performance was splendid.
ACQUIRE	to get as one's own He went to school to acquire new skills.
SYLLABLE	a part of a word capable of being pronounced in a single speech sound The word syllable has three syllables.
TABLESPOON	a large spoon, three times the size of a teaspoon, or one sixteenth of a cup The recipe called for one tablespoon of butter.
ARTIFICIAL	made by man; not natural Man has created a very complicated artificial environment.
SUSPICION	imagination of something wrong, without proof; mistrust; hint He had a suspicion that everyone was plotting against him.
DECENT	appropriate; proper; fitting His behavior was decent.
RECENTLY	lately; of a time near to the present He has been ill recently.

APPARENTLY	evidently; obviously open to view; seemingly He was apparently frightened, since his whole body was shaking.
CRITICISM	examination, observation, review, judgment He was an expert on art, so his criticism was considered valuable.

MASTERY TEST

Time started ______________

For each of the following words, CHECK the correct column, to show whether the word is spelled correctly or whether it is misspelled.

	Spelled Correctly	Misspelled
1. humorous	☐	☐
2. splended	☐	☐
3. syllable	☐	☐
4. artificial	☐	☐
5. decent	☐	☐
6. apparently	☐	☐
7. hezitate	☐	☐
8. aquire	☐	☐
9. tablespoon	☐	☐
10. suspicion	☐	☐
11. recintly	☐	☐
12. critisicm	☐	☐

Time completed________________________

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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